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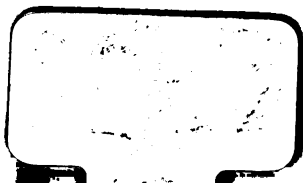
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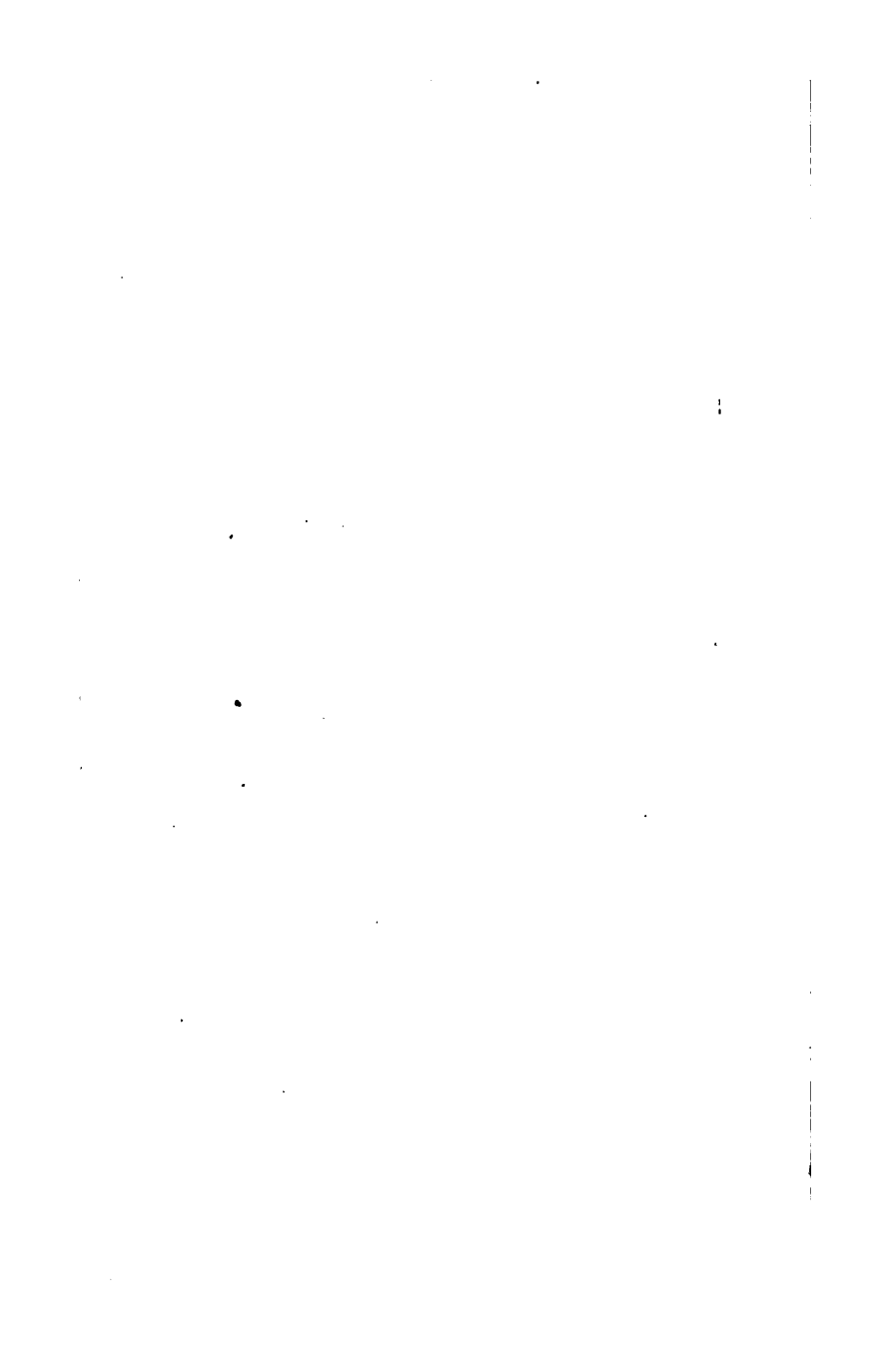
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RUDIMENTS
OF
ENGLISH COMPOSITION;

DESIGNED AS
A PRACTICAL INTRODUCTION
TO
CORRECTNESS AND PERSPICUITY IN WRITING,
AND TO THE STUDY OF CRITICISM.

WITH COPIOUS EXERCISES.

For the Use of Schools.

BY ALEXANDER REID, A. M.,

Rector of the Circus-Place School, Edinburgh; Author of "Rudiments of
English Grammar," &c.

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PREFACE.

IN the following Work, the Author has attempted to supply a want, which he has himself long felt in the course of his professional labours, namely, a Practical Introduction to the Composition of the English Language. It is designed as a sequel to the ordinary text-books on Grammar ; while it is, at the same time, so arranged, that it may be studied with advantage, even by those who have been but imperfectly instructed in that department of education. Part I. is meant to guide to correctness in Spelling, Punctuation, the Use of Words, and the Structure and Arrangement of Sentences ; Part II., to correctness and perspicuity in Style, and to a tasteful use of ornament in writing ; and Part III., to the practice of the preceding Rules and Exercises in various kinds of Original Composition. If the Author has at all succeeded in realizing his own intentions, the book will be found useful in teaching such as are their own instructors, or have time for only a school education, to express their ideas with sufficient perspicuity and taste for their purposes in life ; while to those who are to have the advantage of making higher attainments in learning, it will serve as a practical initiation into the critical study of the English Language and Literature.

The Exercises, which form the largest and most important portion of the Work, have generally been selected from books of classical authority ; and no small labour and care have been spent in adapting them to the purposes for which they are intended. With regard to the mode of teaching them, the Author begs to suggest, that they should all be written by the Pupils ; when convenient, the short sentences in the class, and the longer passages at home, to be afterwards examined and corrected by the Teacher. Advanced Pupils, familiar with Part I., may use Part II. in the class, and write the Exercises in Part III. at home. The Author has been careful to intimate when the Exercises may be multiplied from the ordinary lessons of the Pupils ; and he would only suggest farther, that Teachers should prescribe only the best models in the language.

In conclusion, the Author has to state, that as his ambition has been to produce a useful rather than an original book, he has availed himself freely of all the materials within his reach. He has especially to express his obligations to the works of Murray, Walker, Irving, Smith, M'Culloch, Parker, and Smart.

EDINBURGH, *November 1838.*

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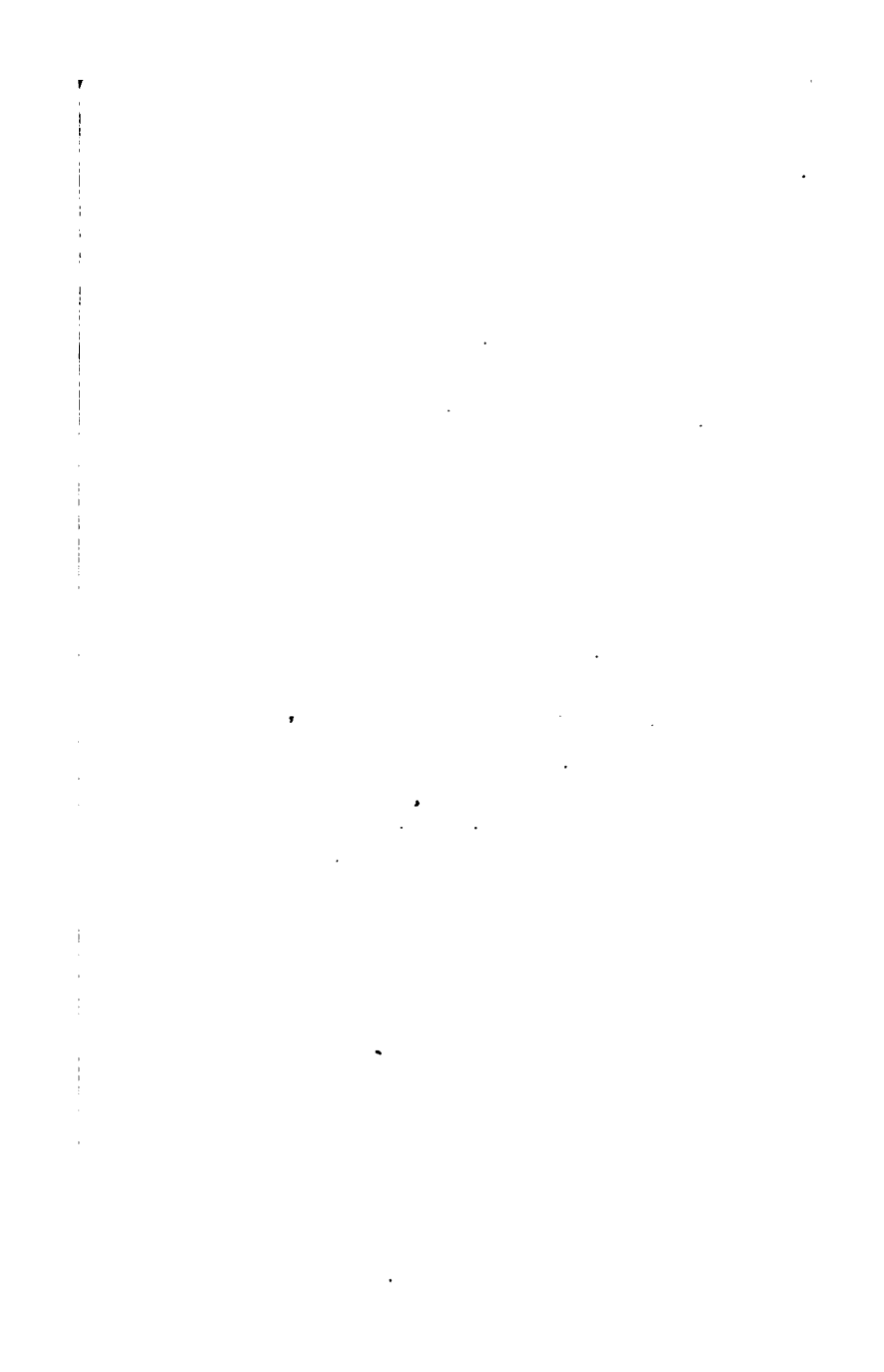
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RUDIMENTS OF ENGLISH COMPOSITION.

INTRODUCTION.

COMPOSITION is the art of expressing ideas in written language.

To compose correctly, it is necessary to have a practical knowledge of *Spelling*, *Punctuation*, the *Use of Words*, and the *Structure and Arrangement of Sentences*.

To compose with perspicuity and elegance, it is also necessary to have a practical knowledge of the various qualities of *Style*, and of the use of *Figurative Language*.

To be able to write with facility, it is further necessary to have considerable practice in *Original Composition*.

PART I.

I.—SPELLING.

SPELLING is the art of expressing words by their proper letters.

Letters are of two forms, *capitals* and *small letters*.

SECTION I.

CAPITAL LETTERS.

CAPITAL LETTERS are used in the following situations :—

- I. The first word of every sentence.
- II. The first word of every line of poetry.
- III. The first word of a quotation in a direct form.
- IV. The names of the Supreme Being.
- V. Proper names, and adjectives derived from proper names.
- VI. The names of the days of the week, and of the months of the year.
- VII. Any very important word ; as, the Reformation.
- VIII. The pronoun *I*, and the interjection *O*.
- IX. Generally the name of an object personified.

EXERCISES.

Correct the errors in the following passages :—

I. The love of praise should be kept under proper subordination to the principle of duty. in itself, it is a useful motive to action ; but when allowed to extend its influence too far, it corrupts the whole character. to be entirely destitute of it, is a defect. to be governed by it, is depravity.

How many clear marks of benevolent intention appear every where around us ! what a profusion of beauty and ornament is poured forth in the face of nature ! what a magnificent spectacle presented to the view of man ! what a supply contrived for his wants !

On whom does time hang so heavily, as on the slothful and lazy ? to whom are the hours so lingering ? who are so often devoured with spleen, and obliged to fly to every expedient, which can help them to get rid of themselves ?

- II. Restless mortals toil for nought ;
 bliss in vain from earth is sought ;
 bliss, a native of the sky,
 never wanders. mortals, try ;
 there you cannot seek in vain,
 for to seek her is to gain.

III. An ancient heathen king, being asked What things he thought most proper for boys to learn, answered : " those which they ought to practise, when they come to be men." a wiser than this heathen monarch has taught the same sentiment : " train up a child in the way he should go, and, when he is old, he will not depart from it."

A celebrated philosopher expressed in his motto, That time was his estate : An estate, which will produce nothing without cultivation ; but which will abundantly repay the labours of industry.

IV.

There lives and works

a soul in all things, and that soul is god.
the lord of all, himself through all diffused,
sustains, and is the life of all that lives.

these are thy glorious works, parent of good !
almighty ! thine this universal frame !

V. Our fields are covered with herbs from holland, and roots from germany ; with flemish farming, and swedish turnips ; our hills with forests of the firs of norway. the chestnut and the poplar of the south of europe adorn our lawns, and below them flourish shrubs and flowers, from every clime, in great profusion. arabia improves our horses, china our pigs, north america our poultry, and spain our sheep.

VI. We left home on monday morning, arrived at liverpool on tuesday, went to manchester, by the railway, on wednesday, and reached this place on thursday evening.

Blessed that eve !

the sabbath's harbinger, when, all complete,
in freshest beauty, from jehovah's hand,
creation bloom'd ; when eden's twilight face
smiled like a sleeping babe.

VII. The first monarch of great britain and ireland, after the revolution of 1688, was william the third. the reign of his successor, queen anne, was rendered remarkable by the victories of the duke of Marlborough on the continent of europe, and the union between england and scotland.

VIII. I am monarch of all i survey,

my right there is none to dispute ;
from the centre all round to the sea,
i am lord of the fowl and the brute.

IX. o solitude ! where are the charms
 that sages have seen in thy face ?
 better dwell in the midst of alarms,
 than reign in this horrible place.

The hope of future happiness is a perpetual source of consolation to good men. under trouble, it soothes their minds ; amidst temptation, it supports their virtue ; and, in their dying moments, it enables them to say, " o death ! where is thy sting ? o grave ! where is thy victory ?"

SECTION II.

CAPITAL LETTERS (*continued*).

Prove and illustrate the following propositions by quotations, either in prose or poetry :—

EXAMPLE.

Human life is short and uncertain.

" As for man, his days are as grass ; as a flower of the field, so he flourisheth ; for the wind passeth over it, and it is gone ; and the place thereof shall know it no more."

" Where is to-morrow ? In another world.
 For numbers this is certain ; the reverse
 Is sure to none."

" It is recorded of some eastern monarch, that he kept an officer in his house, whose employment it was to remind him of his mortality, by calling out every morning, at a stated hour, ' Remember, prince, that thou shalt die.' The contemplation of the frailness and uncertainty of our present state appeared of so much importance to Solon of Athens, that he left this precept to future ages : ' Keep thine eye fixed upon the end of life.'"

" Ah ! what is life ? with ills encompass'd round,
 Amidst our hopes, fate strikes the sudden wound :
 To-day the statesman of new honour dreams,
 To-morrow death destroys his airy schemes."

" As he that lives longest lives but a little while, every man may be certain that he has no time to waste."

“ Be wise to-day ; 'tis madness to defer :
Next day the fatal precedent will plead ;
Thus on, till wisdom is push'd out of life.”*

EXERCISES.

1. To be good is to be happy.
2. Vice brings misery.
3. We were not made for ourselves only.
4. The real wants of nature are soon satisfied.
5. Pride was not made for man.
6. Contentment is great gain.
7. The good alone are great.

SECTION III.

RULES FOR SPELLING.

Correctness in Spelling is to be acquired chiefly by attending to the practice of the best modern writers and lexicographers.

The following are a few of the general principles to be observed in the spelling of words :—

I. Monosyllables ending with *f*, *l*, or *s*, preceded by a single vowel, double the final consonant ; as, *Staff*, *full*, *pass*.

The only exceptions are, *Of*, *if*, *as*, *gas*, *is*, *has*, *was*, *yes*, *his*, *this*, *thus*, *us*.

II. Monosyllables ending with any consonant but *f*, *l*, or *s*, preceded by a single vowel, do not double the final consonant ; as, *Bud*, *cup*, *man*.

The exceptions are, *Add*, *butt*, *buzz*, *ebb*, *egg*, *err*, *inn*, *odd*.

III. When words ending with silent *e*, take an affix

* Exercises like this will be useful, not only for teaching practically the use of Capital Letters, but for making Pupils acquainted with the manner in which different authors have expressed themselves on the same subject.

beginning with a consonant, the *e* is retained ; as, Pale, paleness ; peace, peaceful.

Except Awe, awful ; due, duly ; true, truly.

IV. When words ending with silent *e*, take an affix beginning with a vowel, the *e* is omitted ; as, Cure, curable ; love, loving.

1. When silent *e* is preceded by *v*, or by *c* or *g* soft, the *e* is retained before *able* ; as, Move, moveable ; peace, peaceable ; change, changeable.

2. When silent *e* is preceded by *g* soft, it is retained before *ous* ; as, Courage, courageous.

3. When silent *e* is preceded by *c* soft, it is changed into *i* before *ous* ; as, Grace, gracious.

V. When words ending with *y* preceded by a consonant, take an affix, the *y* is generally changed into *i* ; as, Merry, merriment ; happy, happiness ; cry, cried.

1. When *y* is preceded by a vowel, it is not changed into *i* ; as, Boy, boyish.

2. *Y* is not changed into *i* before the affixes *ing* and *ish* ; as, Carry, carrying ; baby, babyish.

3. *Y* preceded by a vowel, is changed into *i*, in Daily, gaiety, gaily, laid, paid, said, slain, their, theirs.

4. When a word ending with *ty*, takes the affix *ous*, the *y* is changed into *e* ; as, Beauty, beautiful ; pity, pitiful.

VI. When monosyllables, and words accented on the last syllable, which end with a single consonant preceded by a single vowel, receive an affix beginning with a vowel, the final consonant is doubled ; as, Begin, beginner ; wit, witty.

1. When a diphthong precedes the final consonant, it remains single ; as, Toil, toiling.

2. The final consonant also remains single, when the accent is not on the last syllable ; as, Offer, offering.

Except Apparel, apparelled ; cancel, cancelled ; cavil, caviller ; coral, coralline ; counsel, counsellor ; crystal, crystalline ; drivel, driveller ; duel, duellist ; gravel, gravelled ; grovel, grovelling ; jewel, jeweller ; level, levelling ; libel, libeller ;

marvel, *marvellous* ; model, *modelled* ; revel, *revelling* ; rival, *rivalling* ; travel, *traveller*.

VII. When words which end with a double consonant, receive an affix, both the consonants are generally retained ; as, Scoff, *scoffer* ; success, *successful*.

Words ending with *ll*, generally drop one *l* before an affix beginning with a consonant ; as, Full, *fulness* ; skill, *skillful*.

VIII. In words of more than one syllable, *c* hard is used as a final letter only when it is preceded by *i* or *ia* ; as, Music, *maniac*.

1. In monosyllables, *c* hard is always accompanied by *k* ; as, Deck, lock.—Except Lac, zinc.

2. A word never ends with *c* hard, or *ck*, when preceded by a diphthong ; as, Book, hawk.

IX. When words of more than one syllable are written partly on one line, and partly on another, they are divided only at the syllables ; as, Con-tentment, or content-ment.

All the letters in monosyllables are written on the same line.

EXERCISES.

Correct the errors in the following sentences :—

I. It is no great merit to spel correctly, but a great defect to do so incorrectly. Jacob worshipped his Creator, leaning on the top of his staf. Our manners should be neither gros, nor excessively refined.

II. In the names of druggs and plants, the mistake of a word may endanger life. The finn of a fish is the limb, by which he balances his body, and moves in the water. Many a trapp is laid to ensnare the feet of youth.

III. In all our reasonings, our minds should be sincerely employed in the pursuit of truth. Rude behaviour and indecent language are peculiarly disgraceful to youth of education. A judicious arrangement of studies facilitates improvement. Wisdom only is truly fair : folly merely appears so.

IV. Every thing connected with self, is apt to appear desirable in our eyes. Errors are more excuseable in ignorant than in well-instructed persons. We were made to be servicable to others, as

well as to ourselves. An obliging and humble disposition is totally different from a servile and cringing spirit. Our natural defects of body are not chargeable upon us.

V. We should subject our fancies to the government of reason. We shall not be the happier for possessing talents and affluence, unless we make a right use of them. If we have denied ourselves sinful pleasures, we shall be great gainers in the end. We may be playful, and yet innocent. When we act against conscience, we become the destroyers of our own peace.

VI. When we bring the lawgiver into contempt, we have in effect annulled his laws. By deferring our repentance, we accumulate our sorrows. We have all many failings to lament and amend. There is no affliction with which we are visited, that may not be improved to our advantage.

VII. Restlessness of mind disqualifies us, both for the enjoyment of peace, and for the performance of duty. The arrows of calumny fall harmlessly at the feet of virtue. The road to the blissful regions is as open to the peasant as to the king. A perverse and willful disposition is at once unamiable and sinful.

VIII. The vessel is a total wreck; the goods which have been saved, will be exposed to public auction. Can you name the twelve signs of the zodiak? Ransack the drawer for my stoc. The man of true fortitude may be compared to a castle built on a roc, which defies the attacks of the surrounding waters.

IX. Divide the following words, writing part of each at the end of one line, and the remainder at the beginning of the next:—

Ancient, ashes, beneficent, capricious, cherish, coalition, coeval, dangerous, epistle, February, gridiron, heinously, idleness, jocularly, knighthood, lapidary, musician, nominative, optical, physician, qualify, receive, sovereign, transient, union, voluntary, women, yeomanry, zealous.

Write the following sentences from dictation:—

Neglect no opportunity of doing good. Neither time nor misfortunes should erase the remembrance of a friend. The acknowledgment of our transgressions must precede the forgiveness of them. Let us show diligence in every laudable undertaking. Judicious abridgments often aid the studies of youth. We must resolutely perform our duty, however disagreeable. Few reflections

are more distressing than those which we make on our own ingratitude. Strait is the gate, and narrow the way, that lead to eternal life. There is an inseparable connexion between piety and virtue. The harvest truly is plenteous, but the labourers are few. Integrity conducts us straight forward, disdaining all crooked paths. To be faithful among the faithless, argues great strength of principle. A steady mind may receive counsel; but there is no hold on a changeable humour.*

II.—PUNCTUATION.

THE POINTS used in Composition are the *Comma* (,), the *Semicolon* (;), the *Colon* (:), the *Period* (.), the *Point of Interrogation* (?), the *Point of Exclamation* (!), the *Dash* (—), and the *Parenthesis* ().

SECTION I.

COMMA.

I. When two or more words follow one another in the same construction, *commas* are placed between them; as, 'Alfred was a brave, pious, and patriotic prince.'

1. When two words in the same construction are joined by a conjunction, they do not require a comma between them; as, 'Religion purifies and ennobles the mind.'

2. When words in the same construction follow each other in pairs, a comma is placed between each pair; as, 'Truth is fair and artless, simple and sincere, uniform and constant.'

II. When a sentence consists of two or more members or clauses, they are separated by *commas*; as, 'Virtue supports in adversity, and moderates in pros-

* The Teacher will find, that to make his Pupils write from dictation, is the best mode of giving them a practical knowledge of Orthography. He may multiply exercises at pleasure from any reading-book.

perity ;' ' His father dying, he succeeded to the estate ;'
' To confess the truth, I was greatly to blame.'

When a relative pronoun immediately follows its antecedent, or when the sentence is short, the comma may be omitted ; as, ' He who cares only for himself, has but few pleasures ;' ' Candour is a quality which all admire.'

III. Words denoting the person or object addressed, and words placed in apposition, are separated from the rest of the sentence by *commas* ; as, ' My son, give me thy heart ;' ' Paul, the apostle of the Gentiles, was eminent for his knowledge and zeal.'

When nouns placed in apposition are single, or form only one proper name, they are not separated by commas ; as, ' The emperor Antoninus wrote an excellent book.'

IV. Words or clauses which express opposition or contrast, are generally separated by *commas* ; as, ' He was learned, but not pedantic ;' ' Though deep, yet clear.'

V. The modifying words and phrases, *nam, however, finally, in short, at least, &c.*, are usually separated from the context by *commas* ; as, ' Finally, let me repeat what I stated before ;' ' A kind word, nay, even a kind look, often affords comfort to the afflicted.'

VI. Words supposed to be spoken, or which are taken from another writer, but not formally quoted, are preceded by a *comma* ; as, ' It hurts a man's pride to say, I do not know.'

Words directly spoken or quoted, are marked by *inverted commas* above the line ; as, " My dear son," said Phocion, " I entreat you to serve your country as faithfully as I have done."

EXERCISES.

Supply the points omitted in the following sentences:—

I. Self-conceit presumption and obstinacy blast the prospects of many a youth. Plain honest truth needs no artificial covering. To live soberly righteously and piously comprehends the whole of our duty. Vicissitudes of good and evil of trials and consolations

fill up the life of man. Health and peace a moderate fortune and a few friends sum up the elements of earthly felicity.

II. Sensuality contaminates the body depresses the understanding deadens the moral feelings and degrades man from his rank in creation. The path of piety and virtue pursued with a firm and constant spirit will assuredly lead to happiness. Peace of mind being secured we may smile at misfortunes. To say the least they have betrayed great want of prudence.

III. Continue my dear child to make virtue thy principal study. To you my worthy benefactors am I indebted under Providence for all I enjoy. Come then companions of my toils let us take fresh courage persevere and hope to the end. Hope the balm of life soothes us under every misfortune. The patriarch Joseph is an illustrious example of chastity resignation and filial affection.

IV. He who is a stranger to industry may possess but he cannot enjoy. The goods of this world were given to man for his occasional refreshment not for his chief felicity. Though unavoidable calamities make a part yet they make not the chief part of the vexations and sorrows which distress human life.

V. Be assured then that order frugality and economy are the necessary supports of every personal and private virtue. I proceed secondly to point out the proper state of our temper with respect to one another. Gentleness is in truth the great avenue to mutual enjoyment. I shall make some observations first on the external and next on the internal condition of man.

VI. Vice is not of such a nature that we can say to it hitherto shalt thou come and no further. One of the noblest Christian virtues is to love our enemies. Many too confidently say to themselves, my mountain stands strong and shall never be removed. We are strictly enjoined not to follow a multitude to do evil.

SECTION II.

SEMICOLON.

I. When a sentence consists of two parts, the one complete in itself, and the other added as an inference, or to give some explanation, they are separated by a *semicolon*; as, 'Economy is no disgrace; for it is better to live on a little, than to outlive a great deal.'

A semicolon is sometimes put between two clauses, which have no necessary dependence upon each other: as, 'Straws swim at the surface; but pearls lie at the bottom.'

II. When a sentence consists of several members, each containing a distinct proposition, yet having a dependence upon some common clause, they are separated by *semicolons*; as, 'Philosophers assert that Nature is unlimited in her operations; that she has inexhaustible treasures in reserve; that knowledge will always be progressive; and that all future generations will continue to make discoveries, of which we have not the slightest idea.'

EXERCISES.

Supply the points omitted in the following sentences:—

I. The passions are the chief destroyers of our peace the storms and tempests of the moral world. Heaven is the region of gentleness and friendship hell of fierceness and animosity. The path of truth is a plain and safe path that of falsehood is a perplexing maze. Levity is frequently the forced production of folly or vice cheerfulness is the natural offspring of wisdom and virtue.

II. That darkness of character where we can see no heart those foldings of art through which no native affection is allowed to penetrate present an object unamiable in every season of life but particularly odious in youth. To give an early preference to honour above gain when they stand in competition to despise every advantage which cannot be attained without dishonest arts to brook no meanness and to stoop to no dissimulation are the indications of a great mind the presages of future eminence and usefulness in life. As there is a worldly happiness which God perceives to be no other than disguised misery as there are worldly honours which in his estimation are reproach so there is a worldly wisdom which in his sight is foolishness.

SECTION III.

COLON.

I. When a sentence consists of two parts, the one complete in itself, and the other containing an additional remark, the sense but not the syntax of which depends

on the former, they are separated by a *colon* ; as, ‘ Study to acquire a habit of thinking : no study is more important.’

II. When the sense of several members of a sentence, which are separated from each other by semicolons, depends on the last clause, that clause is generally separated from the others by a *colon* ; as, ‘ A divine legislator uttering his voice from heaven ; an almighty governor stretching forth his arm to reward or punish ; informing us of perpetual rest prepared hereafter for the righteous, and of indignation and misery awaiting the wicked : these are considerations which overawe the world, support integrity, and check guilt.’

III. When an example or a quotation is introduced, it is sometimes separated from the rest of the sentence by a *colon* ; as, ‘ He was often heard to say : “ I have done with the world, and I am willing to leave it.” ’

EXERCISES.

Supply the points omitted in the following sentences :—

I. Virtue is too lovely to be immured in a cell the world is the sphere of her action. Do not flatter yourself with the hope of perfect happiness there is no such thing in the world. The three great enemies to tranquillity are vice superstition and idleness vice which poisons and disturbs the mind with bad passions superstition which fills it with imaginary terrors idleness which loads it with tediousness and disgust.

II. If he has not been unfaithful to his king if he has not proved a traitor to his country if he has never given cause for such charges as have been preferred against him why then is he afraid to confront his accusers ? By acquiring an humble trust in the mercy and favour of God through Jesus Christ by doing or at least endeavouring to do our duty to God and man by cultivating our minds and properly employing our time and thoughts by governing our passions and our temper by correcting all unreasonable expectations from the world and in the midst of worldly business habituating ourselves to calm retreat and serious reflection by such means as these it may be hoped that through the divine blessing our days shall flow in a stream as unruffled as the human state admits.

III. All our conduct towards men should be influenced by this important precept "Do unto others as you would that others should do unto you." Philip III. king of Spain when he drew near the end of his days seriously reflecting on his past life and greatly affected with the remembrance of his mispent time expressed his deep regret in these terms "Ah how happy would it have been for me had I spent these twenty-three years that I have held my kingdom in retirement."

SECTION IV.

PERIOD.

I. The *period* marks the end of a sentence, unless it is interrogative or exclamatory; as, 'Cultivate the love of truth.'

II. The *period* is used after abbreviations; as, 'K. C. B., Knight Commander of the Bath.'

EXERCISES.

Supply the points omitted in the following passages:—

I. The absence of evil is a real good peace quiet and exemption from pain should be a continual feast.

The resources of virtue remain entire when the days of trouble come they remain with us in sickness as in health in poverty as in the midst of riches in our dark and solitary hours no less than when surrounded with friends and cheerful society the mind of a good man is a kingdom to him and he can always enjoy it.

If we look around us we shall perceive that the whole universe is full of active powers action is indeed the genius of nature by motion and exertion the system of being is preserved in vigour by its different parts always acting in subordination one to another the perfection of the whole is carried on the heavenly bodies perpetually revolve day and night incessantly repeat their appointed course continual operations are going on in the earth and in the waters nothing stands still.

II. Constantine the Great was advanced to the sole dominion of the Roman empire A D 325 and soon after openly professed the Christian faith.

The letter concludes with this remarkable postscript "P S

Though I am innocent of the charge and have been bitterly persecuted yet I cordially forgive my enemies and persecutors."

The last edition of that valuable work was carefully compared with the original MS.

SECTION V.

POINT OF INTERROGATION, &c.

The *point of Interrogation* is used after sentences which ask questions ; as, ' Who will accompany me ? '

The *point of Exclamation* is used after expressions of emotion ; as, ' O Peace ! how desirable thou art ! '

The *Dash* is used to mark a break or abrupt turn in a sentence ; as,

' Here lies the great—False marble, where ?
Nothing but sordid dust lies here.'

The *Parenthesis* is used to enclose an explanatory clause or member of a sentence, not absolutely necessary to the sense, but useful in explaining it, or introducing an important idea ; as,

' Know then this truth (enough for man to know),
Virtue alone is happiness below.'

EXERCISES.

Supply the points omitted in the following passages :—

We wait till to-morrow to be happy alas why not to-day Shall we be younger Are we sure we shall be healthier Will our passions become feebler and our love of the world less

Beauty and strength combined with virtue and piety how lovely in the sight of men how pleasing to Heaven peculiarly pleasing because with every temptation to deviate they voluntarily walk in the path of duty

On the one hand are the divine approbation and immortal honour on the other remember and beware are the stings of conscience and endless infamy

As in riper years all unseasonable returns to the levity of youth ought to be avoided an admonition which equally belongs to both

sexes still more are we to guard against those intemperate indulgences of pleasure to which the young are unhappily prone.*

III.—USE OF WORDS.

WORDS are divided, according to their use in expressing ideas, into nine classes ; namely :—

- I. *Articles*, or words which limit the signification of other words.
- II. *Nouns*, or names of persons, places, and things.
- III. *Adjectives*, or words which qualify nouns.
- IV. *Pronouns*, or words used in place of nouns.
- V. *Verbs*, or words which affirm.
- VI. *Adverbs*, or words which qualify verbs, adjectives, or other adverbs.
- VII. *Prepositions*, or words which show the relation of one thing to another.
- VIII. *Conjunctions*, or words which connect words and sentences.
- IX. *Interjections*, or words which express sudden emotion.

The following are the changes of termination or form, which words undergo in expressing ideas:—

I. The Indefinite Article is written *a*, before words beginning with the sound of a consonant ; *an* before words beginning with the sound of a vowel ; as, *A* book, *a* youth ; *an* army, *an* hour.

II. Nouns change their termination to express Number ; as, Book, books ; box, boxes ; hero, heroes ; city, cities ; knife, knives ; ox, oxen ; cherub, cherubim ; mouse, mice.

Nouns change their form to express Gender ; as,

* Punctuation may be also taught by making the Pupils write and point passages from dictation.

Abbot, abbess; father, *mother*; *man-servant, maid-servant*.

Nouns change their termination to express Case; as, Parent, parent's.

III. Adjectives change their form to express Comparison; as, Safe, safer, safest; great, greater, greatest; useful, *more* useful, *most* useful; good, *better, best*.

IV. Personal Pronouns change their form to express Number and Case; as, He, *his, him*; they, *theirs, them*.

Possessive Pronouns change their form to express Number; as, My, *our*.

The Relative Pronoun *who* changes the termination to express Case; as, Who, whose, whom.

The Demonstrative Pronouns change their form to express Number; as, This, *these*; that, *those*.

V. Verbs change their termination to express Number; as, He writes, they write.

Verbs change their termination in the singular number, to express Person; as, I write, thou writest, he writes.

Verbs change their form to express Time and Mood; as, Write, wrote, *writing, written*.

VI. Adverbs change their form to express Comparison; as, Soon, sooner, *soonest*; nobly, *more* nobly, *most* nobly; well, *better, best*.

SECTION I.

ELLIPTICAL SENTENCES.

Supply the words omitted in the following examples:—

I.	flower.	apple.	house.	honour.	gar-
den.	fields.	rainbow.	clouds.	variety.	
Rhine.	abbess.	Pope.	pens.	ornament.	
sun.	earthquake.	Thames.	rivulet.	conti-	
nent.	laws.				

II. A good . A wise . A strong . An obe-

ment . A diligent . A happy . . Shady .
 A fragrant . The verdant . A peaceful . An
 affable . The king's . The duty.
 discovers a little . is the of and

III. A sea. The tempest. A
 cavern. streams. A winter. doves.
 The firmament. breezes. An counten-
 ance. A agreement. war. An -
 subject. A resolution , , and . A -
 mind is an treasure.

IV. am sincere. art industrious. is disinterested.
 honour them. encourage . command .
 assisted . completed journey. fears will detect
 . Let improve . was choice ?
 books are ? best friends are tell of
 faults, and teach how to correct .

V. Vice misery. your lessons. The book
 his ; it mine. Her work her credit. Your conduct
 their approbation. All talents to . not of the
 favours you . It a great blessing to pious and vir-
 tuous parents. Whatever also the heart. They
 who nothing to , often relief to others by -
 what they . we to the chambers of sick-
 ness and distress, we frequently them with the
 victims of intemperance.

VI. The task is performed. We resolve, but
 perform. He has been diligent, and deserves
 to succeed. We are and formed.
 will they arrive ? shall we stop ? the lark
 sings ! is no greater felicity, than to be able to look
 on a life and employed.

VII. They travelled France Italy.
 virtue vice the progress is gradual. We are often our
 wishes, and our desert. this imprudence he was plunged
 new difficulties. The best preparation all the uncertainties
 futurity, consists a good conscience, and a cheerful submis-
 sion the will Heaven.

VIII. My father mother are in town, my brother is
 in the country. We must be temperate, we would be healthy.
 he is often advised, he does not reform. pros-
 perity adversity has improved him. Her talents are more bril-

liant useful. There is nothing on earth stable to assure
us of undisturbed rest, powerful to afford us constant pro-
tection.

IX. Virtue ! how amiable thou art ! me ! what shall
I do ! Thou who reignest above ! ! I have been too
often occupied with trifles. ! the delusions of hope. ,
Simplicity ! source of genuine joy. ! how the tempest rages !
! how pleasant it is for brethren to dwell together in unity !

1. An youth lamented, terms of sincere , the
death of most parent. His companion
to console by reflection, he had behaved the
deceased duty, tenderness, respect. " I thought,"
replied the , " whilst parent was ; but I .
 , with pain sorrow, instances disobedience and
 , for which, ! it is late to atonement."

2. On a morning summer, two bees forward in
of honey ; the wise temperate, the careless and -
 . They soon at a garden with
herbs, the most flowers, the most fruits.
They regaled with the various that spread
before : the one his thighs, at intervals, provi-
sions for the against the winter ; other revelled in
 , without to any thing his present
At they a wide-mouthed phial, hung beneath
 bough a peach-tree, with honey ready tempered, and
exposed to their in most alluring thought-
less epicure, in of his friend's , plunged
into the vessel, resolving to himself in the of
sensuality. His philosophic , on the other , sipped
little caution ; being of danger, off to
 and flowers ; where, by the of meals, im-
proved his relish the enjoyment them. the evening,
 , he upon his friend, to inquire he would
 to the hive ; but he found him in sweets, he
was as to leave to enjoy. Clogged in his , en-
feebled in his , and his frame enervated, was
 just able to his adieu ; and to with his
breath, that a taste pleasure quicken relish
life, an indulgence to destruction.

3. Time is a trust to us by , of

we are the depositaries, are to an at the
 last. That of it which has to us, intended
 for the of this world, for those the .
 Each of these to occupy, in the of our time,
 that which properly to it. The of hospi-
 tality pleasure not interfere the of
 necessary ; and we call necessary should not
 upon the which is to devotion. To every
 there is a , and a for every under the
 If we till what to be done , we
 the morrow a burden belongs to .
 We the wheels time, and them from us
 along . He every plans the
 of the day, follows that , carries on a thread
 will him through the of the most life. The
 orderly of his time like a ray of , which
 itself all his affairs. But where no is laid,
 the disposal of is merely to the of inci-
 dents, things lie together one chaos, admits
 of distribution review.

SECTION II.

VARIETY OF INFLECTION.

Write out the following passages, changing, when the sense will permit, the articles ; the number, gender, and case of the nouns and pronouns ; the degree of comparison of the adjectives and adverbs ; and the number, person, mood, and tense of the verbs :—

EXAMPLE.

Seldom do we talk of ourselves with success. If I condemn myself, more is believed than is expressed. If I praise myself, much less.

Seldom do *I* talk of *myself* with success. If I condemn myself, more is believed than *I express*. If I praise myself, much less.

You will seldom talk of *yourself* with success. If *you* condemn *yourself*, more is believed than *you* expressed. If *you* praise *yourself*, much less.

Seldom *does a man* talk of *himself* with success. If *he condemns himself*, more is believed than *he* expressed. If *he praises himself*, much less.

Seldom *do men* talk of themselves with success. If *they condemn themselves*, more is believed than *they* expressed. If *they praise themselves*, much less.

EXERCISES.

1. No man ever did a designed injury to another, without doing a greater to himself.

2. A man who gives his children a habit of industry, provides for them better than by giving them a stock of money.

3. Solicitude in hiding failings makes them appear the greater. It is a safer and easier course frankly to acknowledge them. A man owns that he is ignorant ; we admire his modesty. He says he is old ; we scarcely think him so. He declares himself poor ; we do not believe it.

4. The desires of man increase with his acquisitions. Every step which he advances brings something within his view which he did not see before, and which, so soon as he sees it, he begins to want. When necessity ends, curiosity begins ; and no sooner are we supplied with every thing that nature can demand, than we sit down to contrive artificial appetites.

5. Does a man reproach thee for being proud or ill-natured, envious or conceited, ignorant or detracting ? Consider with thyself whether his reproaches are true. If they are not, consider that thou art not the person whom he reproaches ; but that he reviles an imaginary being, and perhaps loves what thou really art, though he hates what thou appearest to be. If his reproaches are true ; if thou art the envious ill-natured man he takes thee for, give thyself another turn ; become mild, affable, and obliging, and his reproaches of thee naturally cease. His reproaches may indeed continue, but thou art no longer the person whom he reproaches.*

SECTION III.

WORDS TO FORM SENTENCES.

Take the following words, and connect and arrange them so as to make sense :—

* The Teacher may multiply these exercises from any text-book.

EXAMPLE.

Prompts, others, relieve, compassion, to, wants, the, of, us.
Compassion prompts us to relieve the wants of others.

EXERCISES.

1. Heart, has, in, true, its, politeness, the, seat.
2. Unwilling, pain, a, give, to, good, is, mind.
3. Evils, great, is, by, a, human, ourselves, proportion, of, created.
4. Vanity, if, greatness, our, flatters, our, multiplies, it, dangers.
5. For, preparing, another, in, world, this, must, life, we, duties, the, neglect, of, not.
6. Amiable, there, and, is, more, nothing, respectable, life, in, than, human, humble, benevolent, character, man, the, of, a, truly, and.
7. In, multitudes, obscure, the, stations, most, broils, are, petty, in, not, less, their, eager, by, nor, passions, tormented, their, less, contend, than, if, they, princely, for, which, prize, were, the, honours.
8. Parent, anxious, with, does, what, the, care, here, together, call, her, and, offspring, them, wings, her, with, cover! Suggest, mother, does, to, your, this, you, of, not, the, sight, and, tenderness, affection? Helpless, watchful, infancy, protected, her, care, you, in, period, the, of, nourished, when, milk, she, with, you, her, and, move, to, your, taught, limbs, and, accents, its, tongue, unformed, to, your, lisp. Childhood, in, your, griefs, she, your, little, over, mourned, delights, in, your, rejoiced, innocent, healing, to, sickness, administered, the, balm, in, you, and, mind, of, instilled, the, wisdom, into, love, your, truth, and, of, virtue.
9. Ancient, in, times, attire, woman, a, strange, in, Rome, her, at, appearance, made, and, to, came, king, the, books, to, nine, sell, offering, her, which, composing, she, of, own, were, said. Seller, not, the, abilities, the, knowing, or, sibyls, she, of, celebrated, the, was, that, in, one, fact, found, fail, whose, never, to, were, prophecies, to, them, at, he, buy, refused, first. Upon, departed, she, this, and, books, of, burning, three, her, again, returned, remaining, price, the, demanding, same, the, for, six. Impostor, dismissed, being, as, once, an, more, departed, she, again, more, burning, three, remaining, she, those, again, with, returned, as, still, asking, the, before, same. King, behaviour, inconsistency, the, surprised, at, the, woman's, of, the, augurs,

consulted, the, do, that, to, they, what, advise, might, him. Nine, much, the, him, buying, blamed, not, they, for, and, purchase, commanded, to, him, at, price, remaining, whatever, the, three, had, they, were, to, be. Historians, the, woman, say, after, three, thus, volumes, selling, and, the, delivering, prophetic, king, contained, the, having, they, admonished, what, pay, to, attention, to, special, him, vanished, from, before, and, after, never, was, seen.

SECTION IV.

WORDS TO FORM SENTENCES (*continued*).

Supply such words as are necessary to make sense of the following exercises :—

EXAMPLE.

Old, age, joyless, dreary, season, arrive, unimproved, corrupted, mind.

Old age *will prove* a joyless and dreary season, *if* we arrive at *it with an* unimproved or a corrupted mind.

EXERCISES.

1. No, errors, trivial, deserve, mended.
2. Work, dull, performance, capable, pleasing, neither, understanding, imagination.
3. When, Socrates, fell, victim, madness, truth, virtue, fell.
4. Gay, pleasing, sometimes, insidious, dangerous, companions.
5. Taste, useful, knowledge, provide, great, noble, entertainment, other, leave.
6. Anxious, votary, riches, negligent, pleasure.
7. Perseverance, laudable, pursuits, reward, toils, effects, calculation.
8. Changes, continually, place, men, manners, opinions, conduct, private, public.
9. Religious, unjustly, romantic, visionary, unacquainted, world, unfit, live.
10. Talent, useful, success, business, puts, reach, accidents, quality, possessed, cool, temper, common, language, discretion.
11. Celebrated, relates, countryman, pass, river, loitering banks, foolish, current, rapid, discharge. Stream, flowed, in-

creased, torrents, mountains; must, for ever, because, sources, derived, inexhaustible. Idle, irresolute, youth, books, wastes, play, precious, deferring, improvement, first, easy, accomplished, but, difficult, longer, neglected.

12. Few situations, terribly affecting, Brutus, father, judge, life and death, children, justice, condemn, nature, spare. Young men, nothing, themselves, conscious guilt, sentence, silence, agony. Other judges, pangs, nature, repress, pity. Brutus, lost, softness, countenance, tone, firm resolution; demanded, sons, defence, charged. Three, times, no answer, executioner, "Now, part, the rest." Saying, resumed, air, determined, nor, sentiments, paternal, imploring, people, complaints, young, preparing, alter, tenor, resolution.

SECTION V.

DERIVATIVE WORDS.

Make out a list of derivatives from the following primitive words, and then write a sentence, either quoted or original, containing each of them :—

EXAMPLE.

ACT, actor, actress, action, active, activity, actively, actual, actually, actuary, actuate, counteract, enact, exact, exactly, exactor, exactness, exaction, inaction, inactive, inactivity, overact, react, reaction, transact, transaction.

I scarcely know how to *act* in the matter. Like a dull *actor* now, I have forgot my part. Who is the most celebrated *actress* of the present day? Both the body and the mind should be kept in *action*. The steward is an *active* man of business. Do not remit your *activity*. We are all *actively* employed. Every man is daily guilty of *actual* transgression. How often is old age *actually* arrived before we suspect it. The *actuary* of the court died very lately. Our passions too frequently *actuate* our conduct. *Counteract* the mischief by doing all the good you can. It is *enacted* in the laws of Venice. I now *exact* the penalty. John was here *exactly* at the hour. *Exactions* and *exactors* overspread the land. You have performed the task with great *exactness*. I lie in a refreshing kind of *inaction*. *Inactive* youth will

be followed by profitless old age. Virtue concealed is *inactivity* at best. You *overact* when you should underdo. The son *reacts* the father's crimes. The action and *reaction* are equal. My father *transacted* business in the office to-day. Give me a minute account of all your *transactions*.

EXERCISES.

1. Art.	5. Firm.	9. Mediate.	13. Note.
2. Code.	6. Heir.	10. Migrate.	14. Part.
3. Claim.	7. Join.	11. Mission.	15. Pure.
4. Err.	8. Just.	12. Move.	16. Serve.*

SECTION VI.

WORDS TO BE USED WITH OTHER WORDS.

Make out a list of adjectives and verbs which may be used with the following nouns, and then write a sentence, either quoted or original, containing each of them :—

EXAMPLE.

MAN, brave, civil, contentious, deceitful, eminent, foolish, generous, humane, learned, natural, peculiar, notorious, virtuous; acquit, become, condemn, deny, involve, oppose, polish, quarrel, reason, sleep, vex, work.

A *brave* man fears no danger. The man at the gate was very *civil*. A *contentious* man is a disagreeable companion. We can place no confidence in a *deceitful* man. My agent is a very *eminent* man. Go from the presence of a *foolish* man. True charity makes men *generous* and *humane*. Our clergyman is a very *learned* man. The *natural* man receiveth not the things of the spirit. The man is *notorious* for his wickedness. There is something *peculiar* about the man. A *virtuous* man will shun even the appearance of evil. *Acquit* yourselves like men. I dare do all that may *become* a man. *Condemn* no man unheard. I *deny* that I am the man. Few men have been *involved* in greater diffi-

* These exercises may be greatly increased in number, if the Pupil has any knowledge of Greek and Latin primitives.

culties. Let us boldly *oppose* them, man to man. A man's manners are *polished* by intercourse with good society. It little becomes erring man to *quarrel*. Man *reasons*, brutes act from instinct. Man dies to us, but he only *sleeps* to God. Men *van* themselves in vain. Nature in man capacious souls hath *wrought*.

EXERCISES.

1. Apple.	5. Elephant.	9. Manner.	13. Song.
2. Bread.	6. Face.	10. Night.	14. Way.
3. Change.	7. Habit.	11. Piety.	15. Word.
4. Death.	8. Law.	12. River.	16. Zeal.*

SECTION VII.

SYNONYMOUS WORDS.

Collect the **synonymes** of the following words, and write a sentence, either quoted or original, containing each of them :—

EXAMPLE.

HOUSE, building, dome, edifice, fabric, pile, structure, abode, dwelling, habitation, mansion, residence, family.

Houses are built to live in, not to look on. This *building* was erected at great expense. Approach the *dome*, the social banquet share. The *edifice* was too large for them to fill. The oldest *fabric* in the neighbourhood is situated among these trees. The *pile* overlooked the town, and drew the sight. There stands a *structure* of majestic frame. But I know thy *abode*, and thy going out, and thy coming in. His *dwelling* is low in a valley green. He through their *habitations* walks, to mark their doings. He left his wife, his children, his *mansion*, and his titles. These ruins were once the *residence* of a king. The night made little impression on myself; but I cannot answer for my whole *family*.

* These exercises may be varied, by causing the Pupils to make out lists of nouns which may be used with verbs, adverbs which may be used with adjectives, &c.

EXERCISES.

1. Adorn.	5. Comfort.	9. King.	13. Sea.
2. Adversary.	6. Command.	10. Mock.	14. Stroke.
3. Billow.	7. Deceive.	11. Name.	15. Work.
4. Class.	8. Gallant.	12. Peasant.	16. Yoke.*

SECTION VIII.

VARIETY OF EXPRESSION.

Vary the expression in the following sentences by changing the parts of speech :—

EXAMPLES.

1. *Wisdom* is better than riches. *To be wise* is better than *to be rich*. *The wise* are better than *the rich*.

2. Be *humble* in your whole *behaviour*. Always *behave* yourself *humbly*. *Behave* yourself with *humility* on all occasions.

EXERCISES.

1. Piety and virtue will make our whole life happy.
2. Modesty is one of the chief ornaments of youth.
3. The eager and presumptuous are continually disappointed.
4. Friendly sympathy heightens every joy.
5. Praise is pleasing to the mind of man.
6. To deceive the innocent is utterly disgraceful.
7. A family where the great Father of the universe is duly revered, where parents are honoured and obeyed, and where brothers and sisters dwell together in affection and harmony, is surely a most delightful and interesting spectacle.
8. The man who distributes his fortune with generosity and prudence, is amply repaid by the gratitude of those whom he obliges.
9. Men are too often ingenious in making themselves miserable, by aggravating to their own fancy the evils which they endure. They compare themselves with none but those whom they imagine

* With advanced Pupils, the synonyms may be arranged into common, poetical, technical, scientific, &c.

to be more happy, and complain that upon them alone has fallen the whole load of human sorrows. Would they look with a more impartial eye on the world, they would see themselves surrounded with sufferers, and find that they are only drinking out of that mixed cup, which Providence has prepared for all.

SECTION IX.

VARIETY OF EXPRESSION (*continued*).

Vary the expression in the following sentences by using synonymous words and phrases:—

EXAMPLE.

Wrath kindles wrath. Anger inflames anger. Strife begets strife. One angry passion excites another.

EXERCISES.

1. The avaricious man has no friend.
2. It is not easy to love those whom we do not esteem.
3. Few have courage to correct their friends.
4. Passion swells by gratification.
5. The great source of pleasure is variety.
6. Knowledge is to be gained only by study.
7. Listen to the affectionate counsels of your parents; treasure up their precepts; respect their riper judgment; and enjoy, with gratitude and delight, the advantages resulting from their society.
8. Come, let us go forth into the fields; let us see how the flowers spring; let us listen to the warbling of the birds, and sport ourselves upon the new grass. The winter is over and gone; the buds come out upon the trees, and the green leaves sprout. The young animals of every kind are sporting about; they feel themselves happy; they are glad to be alive; they thank Him that has made them alive. They can thank Him in their hearts, but we can thank Him with our tongues. The birds can warble, and the young lambs can bleat; but we can open our lips in his praise; we can speak of all his goodness. Therefore we will thank Him for ourselves, and we will thank Him for those that cannot speak.

9. Sir Isaac Newton possessed a remarkably mild and even temper. This great man, on a particular occasion, was called out of his study to an adjoining apartment. A little dog, named Diamond, the constant but incurious attendant of his master's researches, happened to be left among the papers, and threw down a lighted candle, which consumed the almost finished labours of some years. Sir Isaac soon returned, and had the mortification to behold his irreparable loss. But with his usual self-possession he only exclaimed, "Oh, Diamond! Diamond! thou little knowest the mischief thou hast done."*

SECTION X.

WORDS SUGGESTED TO FORM SENTENCES.

Let one Pupil name a subject, and each of the others, at the suggestion of the Teacher, successively give a word or phrase.

Let the words and phrases be written down as they are suggested, and afterwards re-written so as to make sense :

EXAMPLE.

Name a subject. *The horse.* A noun common to the horse and all other animals of the same kind? *Quadruped.* An adjective descriptive of some property in the horse? *Beautiful.* An adverb to increase the signification of beautiful? *Most.* Is the horse the most beautiful of quadrupeds? He *appears* to be so.

The horse, quadruped, beautiful, most, appears.

A noun which refers to the largeness or smallness of the horse? *Size.* A noun applicable to his *skin*? *Smoothness.* A noun applicable to his *motions*? *Ease.* A noun applicable to his *shape*? *Symmetry.* Adjectives descriptive of the horse, to qualify these nouns? *Fine, glossy, graceful, exact.* What do all these properties entitle the horse to? *Distinction.*

Size, skin, smoothness, motions, ease, shape, symmetry, fine, glossy, graceful, exact, entitle, distinction.

* Pupils may be exercised, according to the two preceding sections, on their daily reading-lessons.

Of all quadrupeds the horse appears to be the most beautiful. His fine size, the glossy smoothness of his skin, the graceful ease of his motions, and the exact symmetry of his shape, entitle him to this distinction.*

EXERCISES.

- | | | | |
|-------------|------------|-------------|------------|
| 1. Dog. | 5. Copper. | 9. Solomon. | 13. Air. |
| 2. Ostrich. | 6. Man. | 10. Alfred. | 14. Rain. |
| 3. Whale. | 7. Body. | 11. Sun. | 15. Earth. |
| 4. Gold. | 8. Mind. | 12. Moon. | 16. Wood. |

IV.—STRUCTURE OF SENTENCES.

A SENTENCE is any number of words joined together in such a manner as to form a complete proposition.

Every complete proposition or sentence contains a *subject*, or thing spoken of, and a *predicate*, or what is said of the subject.

When the affirmation is not limited to the subject, a complete proposition or sentence also contains an *object*.

The *subject* of a sentence is always a noun, or two or more nouns joined together ; a pronoun, or pronouns ; the infinitive of a verb ; or a part of a sentence.

The *predicate* is always a verb, or a clause containing a verb.

The *object* is always a noun, a pronoun, the infinitive or present participle of a verb, or a part of a sentence.

The principal rules to be observed in joining words together in sentences, are as follows :—

I. A verb agrees with its subject or nominative in

* In answer to his suggestions and questions the Teacher will get a variety of words, in selecting the most appropriate of which he may exercise the judgment and taste of his Pupils. He may also make them vary the expression according to Sections VIII. and IX. The exercises in this Section may be extended to any length.

number and person; as, 'I *write*;' 'He *reads*;' 'They *learn*.'

1. Collective nouns are followed by verbs in the singular or in the plural number, according as unity or plurality of idea is expressed; as, 'The nation *is* powerful;' 'My people *do* not consider.'

2. When the infinitive mood, or a part of a sentence, is used as the subject of an affirmation, the verb is in the third person singular; as, 'To obey their parents *is* the duty of children.'

3. Two or more nominatives in the singular number, joined by the conjunction *and*, take the verb in the plural; as, 'John and James *are* at school.'

4. Two or more nominatives in the singular number, joined by *or* or *nor*, take the verb in the singular; as, 'Either John or James *is* at school.'

5. Two or more nominatives in different numbers, joined by *or* or *nor*, take the verb in the plural; as, 'Neither the boys nor I *are* in fault.'

6. When two or more nominatives in the same number, but of different persons, are joined by *or* or *nor*, the verb agrees with the last; as, 'Neither thou nor I *am* in fault.'

7. When two or more nominatives of different persons are joined by the conjunction *and*, the verb agrees with the first person in preference to the second, and with the second in preference to the third; as, 'You and I *have* learned *our* lessons;' 'You and he *have* received *your* reward.'

8. When two nouns in the singular number are connected by the preposition *with*, or by such words and expressions as *like*, *as well as*, &c., the verb is in the singular; as, 'Diligence, with sobriety, *secures* independence;' 'Cæsar, as well as Cicero, *was* eloquent.'

9. A noun or pronoun joined to a participle, without being dependent on any other word in the sentence, is in the *nominative absolute*; as, 'The wind *being* favourable, we set sail.'

II. The indefinite article is placed before nouns in the singular number only; as, 'A day;' 'An hour.'

The definite article is placed before nouns in either the singular or the plural number; as, 'The year;' 'The seasons.'

1. The indefinite article is placed before nouns signifying more than one, when they are used collectively; as, '*A dozen*;' '*A score*.'

2. The indefinite article is placed before nouns in the plural number, when they are qualified by numeral adjectives; as, '*A hundred pounds*;' '*A few books*.'

3. When several nouns are connected, some of which take *a* before them, and some *an*, the indefinite article is repeated before each of them; as, '*A horse, an ass, an ox, and a mule*.'

4. When two or more nouns or adjectives are connected, the article is placed only before the first of them, if they are applied to the same person or thing; as, '*The pious and learned Newton*.'

5. When two or more nouns or adjectives are connected, the article is placed before each of them, if they are applied to different persons or things; as, '*The brave Sydney and the generous Howard*.'

6. The definite article is sometimes placed before adverbs in the comparative degree; as, '*The more diligently* you learn your lesson, *the sooner* will you be able to repeat it.'

III. Nouns or Personal Pronouns applied to the same persons or things, are put in the same case; as, '*Paul the apostle*.'

1. A noun and a personal pronoun applied to the same person or thing, cannot be nominatives to the same verb: thus, '*Julius Cæsar, he* was killed in the senate-house,' ought to be, '*Julius Cæsar* was killed in the senate-house.'

2. A noun is sometimes put in apposition with a part of a sentence; as, '*You read very indistinctly, a habit* which you should endeavour to correct.'

3. A noun or pronoun which answers a question must be in the same case with the noun which asks it; as, '*Who* told you? *He*.' '*Whose* books are these? *Mine*.'

IV. When two nouns, or a noun and a pronoun, denote the possessor and the thing possessed, the name of the former is put in the possessive case; as, '*My brother's* book.'

1. The name of the thing possessed is sometimes omitted; as, '*He* went to see *St Peter's*,' that is, '*St Peter's Church*.'

2. When the possessor is described by two or more nouns,

the sign of the possessive is generally put after the last ; as, ' John the *Baptist's* head.'

3. When the thing possessed belongs to two or more, the sign of the possessive is put after each ; as, ' It was my *father's*, *mother's*, and *uncle's* opinion.'

4. The objective case with *of* is frequently used instead of the possessive ; as, ' A servant *of* my *father*.'

5. When the thing is only one of a number belonging to the possessor, both the possessive case and *of* are used ; as, ' A servant *of* my *father's*.'

V. Every adjective qualifies a Noun expressed or understood ; as, ' A *wise* man ;' ' *Few* were present.'

1. Adjectives sometimes qualify the infinitive mood, or a part of a sentence ; as, ' *To see* is pleasant.'

2. Adjectives of number qualify nouns in the singular or plural, according as they signify one or more ; as, ' *One* book ;' ' *Six* slates.'

3. The adjectives *each*, *every*, *either*, *neither*, qualify nouns in the singular number ; as, ' *Every* stranger *has* left the city.'

4. *Every* qualifies a plural noun when the things which it denotes are spoken of collectively ; as, ' *Every* twelve *years*.'

5. The definite article and an adjective are sometimes used instead of the adjective and a noun ; as, ' *The good* alone are great.'

6. Adjectives which express number indefinitely are frequently used without nouns ; as, ' *All* were invited ; but *some* have refused to come.'

7. Adjectives in the comparative degree are followed by *than* when opposition is signified, and by *of* when selection is implied ; as, ' Wisdom is better *than* riches ;' ' James is the younger *of* the two brothers.'

VI. Pronouns agree in number, gender, and person, with the nouns which they represent ; as, ' The *master* sits at *his* desk ;' ' The *scholars* learn *their* lessons.'

1. When two or more pronouns are used in place of the same noun, they are put in the same number, gender, and person : thus, ' *Thou* hast done me a great favour, for which I am much obliged to *you*,' ought to be, ' *You* have done me a great favour, for which I am much obliged to *you*.'

2. The pronoun *it*, when the nominative to a verb, is applied to persons as well as to things; to the first and second persons as well as to the third person; and to the plural number as well as to the singular; as, '*It is the king*;' '*It was I*;' '*It was not you*;' '*It was the men who were here this morning*.'

3. Relative pronouns are of the same number, gender, and person, with their antecedents; as, '*I, who am still your friend, will not desert you*;' '*Let the monitors, who are ready, begin*.'

4. When the relative refers to two antecedents of different persons, it agrees with the one or the other, according as the meaning of the sentence requires; as, '*I am the general who gives the orders to-day*;' '*I am the general, who give the orders to-day*.'

5. The relative *which* is generally used instead of collective nouns, even when they represent persons; as, '*The committee, which met to-day, was unanimous*.'

6. The relative *which* has sometimes a part of a sentence for its antecedent; as, '*He is in great distress, which I am sorry to hear*.'

7. The demonstrative pronouns *this* and *that* agree with their nouns in number; as, '*This book, these books*;' '*That map, those maps*.'

VII. Active verbs govern the objective case; as, '*If ye love me, keep my commandments*.'

1. The present participle is sometimes used absolutely; as, '*Properly speaking, there are no exceptions*.'

2. When the present participle is used as a noun, it generally takes an article before it, and *of* after it; as, '*In the keeping of thy commandments there is great reward*.'

3. When the present participle is preceded by a noun in the possessive case, or by a possessive pronoun, it does not take the article before it; as, '*Your going away at this time is very inconvenient*.'

VIII. The verb *to be* has the same case after it as before it; as, '*It is I*;' '*You believed it to be him*.'

IX. One verb governs another in the infinitive; as, '*I desire to learn*;' '*He is waiting to see you*.'

1. The infinitive mood is sometimes governed by a noun or an adjective; as, '*Your desire to improve is commendable*.' '*It is delightful to behold the setting sun*.'

2. The infinitive mood is sometimes used absolutely ; as, ' *To tell* you the truth, I do not know.'

3. The infinitive mood is preceded by the preposition *to*, except after the verbs *bid*, *can*, *dare*, *feel*, *hear*, *let*, *make*, *may*, *must*, *need*, *shall*, *see*, and *will*.

X. Every adverb qualifies a verb, adjective, or other adverb, expressed or understood ; as, ' *Wisely* said, *exceedingly* good, *very* well.'

1. The adverbs *hence*, *whence*, *thence*, do not require *from* before them, as each of them contains in itself the power of that preposition ; as, ' *Whence*,' that is, ' *from what place*, came you ?'

2. Two negatives make an affirmation : thus, ' I do *not* take *none*,' means, ' I take *some*.'

XI. Prepositions govern nouns and pronouns in the objective case ; as, ' From *me* ;' ' With *us* ;' ' On the *table*.'

1. Prepositions also govern the present participles of verbs ; as, ' *By* applying to your studies, you will acquire knowledge.'

2. Prepositions are sometimes placed before adjectives and adverbs ; as, ' *At* present ;' ' *By* far the best.'

3. Prepositions are frequently omitted, especially before nouns denoting time, space, and dimension, and before the personal pronouns ; as, ' Once a *day* ;' ' He ran two *miles* ;' ' This wall is six *feet* high ;' ' Tell *me* the truth.'

4. The preposition *to* is omitted after *like*, *near*, &c. ; as, ' He is like his father ;' ' The school is near the church.'

5. The idiom of the language requires particular prepositions after certain words and phrases ; as, ' A prejudice *against* ;' ' An abhorrence *of* ;' ' An aversion *to*.'

XII. Conjunctions join the same cases of nouns and pronouns, the same moods and tenses of verbs, similar parts of speech, and the clauses or members of sentences ; as, ' John *and* James are come ;' ' I saw him *and* her ;' ' They read *and* write well ;' ' A wise *and* virtuous man ;' ' We should live soberly *and* honestly ;' ' Keep thy tongue from evil, *and* thy lips from speaking guile.'

1. When the relative pronoun follows the conjunction *than*,

it is put in the objective case; as, 'His father, ~~then whom~~ I never knew a better man, is dead.'

2. Some conjunctions have their correspondent conjunctions: thus, *both* is followed by *and*, *either* by *or*, *neither* by *nor*, *though* by *yet*, &c.; as, 'Both you and I saw it;' 'Though he was rich, yet for our sakes he became poor.'

XIII. Interjections are joined to the objective case of pronouns of the first person, and to the nominative of pronouns of the second; as, 'Ah me!' 'O thou!'

SECTION I.

VARIETY OF CONSTRUCTION.

Vary the construction in the following sentences by changing the subjects, the predicates, or the objects.

EXAMPLE.

Temperance in eating and drinking is the best preservative of health. To be temperate in eating and drinking is the best preservative of health. To eat and drink temperately is the best preservative of health. The best preservative of health is temperance in eating and drinking. The best way to preserve health is to eat and drink temperately. Temperance in eating and drinking best preserves health. Health is best preserved by temperance in eating and drinking. To eat and drink temperately is the best way to preserve health. Temperance in eating and drinking promotes health. Health depends upon temperance in eating and drinking. Health is promoted by temperance in eating and drinking. Health is promoted by eating and drinking temperately. We must eat and drink temperately to preserve health.

EXERCISES.

1. To live soberly, righteously, and piously, is required of all men.
2. To grieve immoderately shows weakness.
3. Timid men fear to die.
4. That it is our duty to be just and kind to our fellow-creatures, admits not of any doubt in a rational and well-informed mind.

5. To cultivate piety towards God, to exercise benevolence towards others, and to be of a pure and humble mind, are the sure means of becoming peaceful and happy.

6. By observing truth you will command esteem.

7. The changing of times and seasons, and the removing and setting up of kings, belong to Providence alone.

8. It is a great support to virtue, to see a good mind maintain its patience and tranquillity under injuries and affliction, and cordially forgive its oppressors.

SECTION II.

VARIETY OF CONSTRUCTION (*continued*).

Vary the construction of the following passages, by changing the first or second person into the third, or the third into the first or second :—

EXAMPLES.

1. "I thank thee," cried the dying consul; "and may the gods recompense thy piety. But as for me, all is over, and my part is chosen. Do not, therefore, by attempting to persuade a desperate man, lose the only means of procuring thine own safety."

The dying consul thanked him, and prayed that the gods might recompense him for his piety. But as for himself, he said that all was over, and that his part was chosen. He therefore entreated him not to lose the only means of procuring his own safety, by attempting to persuade a desperate man.

2. Xantippus told them that their armies had been hitherto overthrown, not by the strength of the enemy, but by the ignorance of their own generals. He therefore only required a ready obedience to his orders, and assured them of an easy victory:

"Allow me to tell you," said Xantippus; "that your armies have been hitherto overthrown; not by the strength of the enemy, but by the ignorance of your own generals. All, therefore, that I require is a ready obedience to my orders, and I assure you of an easy victory."

EXERCISES.

1. I come now to speak upon what, indeed, I would have gladly avoided, had I not been particularly pointed at, for the part I have

taken in these proceedings. It has been said by a noble lord on my left hand, that I likewise am running the race of popularity. If the noble lord means by popularity, that applause bestowed by after-ages on good and virtuous actions, I have long been struggling in that race: to what purpose, all-trying time can alone determine. But if the noble lord means that mushroom popularity which is raised without merit, and lost without a crime, he is much mistaken in his opinion. I defy the noble lord to point out a single action of my life, in which the popularity of the times ever had the smallest influence on my determinations.

2. The decemvir then began to excuse himself, saying, that he was willing to give liberty to all deliberations upon the question, but could not bear an oration, which, leaving the point in debate, only seemed calculated to promote sedition: that he and his colleagues had received an unlimited power from the people, till the great work of forming the laws was finished, during which they were resolved to act to the extent of their power, and then would be answerable for their administration: he therefore demanded, that they should have a power of levying and commanding the forces that were to be sent against the enemy.

3. With regard to my poverty, the king has, indeed, been justly informed. My whole estate consists of a house of but mean appearance, and a little spot of ground, from which, by my own labour, I draw my support. But if, by any means, thou hast been persuaded to think that this poverty renders me of less consequence in my own country, or in any degree unhappy, thou art greatly deceived. I have no reason to complain of fortune: she supplies me with all that nature requires; and if I am without superfluities, I am also free from the desire of them. With these, I confess I should be more able to succour the necessitous, the only advantage for which the wealthy are to be envied: but small as my possessions are, I can still contribute something to the support of the state, and the assistance of my friends. With respect to honour, my country places me, poor as I am, upon a level with the richest: for Rome knows no qualifications for great employments but virtue and ability. She appoints me to officiate in the most august ceremonies of religion; she intrusts me with the command of her armies; she confides to my care the most important negotiations. My poverty does not lessen the weight and influence of my counsels in the senate. The Roman people honour me for that very poverty which king Pyrrhus considers as a disgrace. They know the many opportunities I have had to enrich myself without censure;

they are convinced of my disinterested zeal for their prosperity : and if I have any thing to complain of, in the return they make me, it is only the excess of their applause. What value, then, can I put upon thy gold and silver ? What king can add any thing to my fortune ?

4. Pericles maintained that they had failed in nothing of their duty, as they had given orders that the dead bodies should be taken up ; that, if any one were guilty, it was the accuser himself, who, being charged with these orders, had neglected to put them in execution ; but that he blamed nobody ; and that the tempest, which came on unexpectedly at the very instant, was an unanswerable apology, and entirely discharged the accused from all guilt. He demanded that a whole day should be allowed them to make their defence,—a favour not denied to the most criminal ; and that they should be tried separately. He represented that they were not in the least obliged to precipitate a sentence wherein the lives of the most illustrious citizens were concerned : that it was, in some measure, attacking the gods, to make men responsible for the winds and weather : that they could not, without the most flagrant ingratitude and injustice, put to death the conquerors, to whom they ought to decree crowns and honours, or give up the defenders of their country to the rage of those who envied them : that if they did so, their unjust judgment would be followed by a sudden but vain repentance, which would leave behind it the sharpest remorse, and cover them with eternal infamy.*

SECTION III.

SIMPLE SENTENCES.

Sentences are either *simple* or *complex*.

A *simple* sentence contains only one proposition.

A *complex* sentence consists of two or more simple sentences so combined as to make but one complete proposition.

Divide the following complex into simple sentences :—

* These exercises, and those which follow under Sections III. IV. V. VI. and VII. may be multiplied from any text-book of history.

EXAMPLE.

Friendship improves happiness, and abates misery, by doubling our joy, and dividing our grief.

Friendship improves happiness. Friendship abates misery. Friendship doubles our joy. Friendship divides our grief.

EXERCISES.

1. Modesty is not properly a virtue, but it is a very good sign of a tractable disposition, and a great preservative against vice.

2. Thousands, whom indolence has sunk into contemptible obscurity, might have attained the highest distinctions, if idleness had not frustrated the effect of all their powers.

3. At our first setting out in life, when yet unacquainted with the world and its snares, when every pleasure enchants with its smile, and every object shines with the gloss of novelty, let us beware of the seducing appearances which surround us, and recollect what others have suffered from the power of headstrong desire.

4. The Romans, flying in great consternation, were pursued by the enemy to the bridge, over which both victors and vanquished were about to enter the city in confusion. All now appeared to be lost, when the sentinel who had been placed there to defend it, opposed himself to the torrent of the enemy, and, assisted only by two more, for some time sustained the whole fury of the assault, till the bridge was broken down behind him; when plunging with his arms into the Tiber, he swam back to his fellow-soldiers.

SECTION IV.

ABBREIDMENT OF COMPLEX SENTENCES.

The clauses of a complex sentence are either *principal* or *secondary*.

The *principal* clause is that which contains the leading proposition; and it must express a complete idea, even when separated from the rest of the sentence.

A *secondary* clause is a simple sentence, or part of a sentence, modifying the principal clause.

Secondary clauses may be divided into *Adjective, Relative, Participial, Adverbial, Connective, Absolute, &c.*

An *adjective* clause is introduced by an adjective.

A *relative* clause is introduced by a relative pronoun.

A *participial* clause is introduced by a participle, which describes some other word in the sentence.

An *adverbial* clause is introduced by an adverb.

A *connective* clause is introduced by a conjunction.

An *absolute* clause is not dependent upon any other word or words in the sentence.

Abridge the following passages by writing only the principal clauses, making each a separate sentence :—

EXAMPLE.

Socrates, though primarily attentive to the culture of his mind, was not negligent of his external appearance. His cleanliness resulted from those ideas of order and decency, which governed all his actions.

Socrates was not negligent of his external appearance. His cleanliness resulted from his ideas of order and decency.

EXERCISES.

1. A horse, having been insulted by a stag, and finding himself unequal to his adversary, applied to a man for assistance. The request was easily granted; and the man, putting a bridle in his mouth, and mounting upon his back, soon came up with the stag, and laid him dead at his enemy's feet. The horse, having thus gratified his revenge, thanked his assistant. "Now," said he, "I will return in triumph, and reign the undisputed lord of the forest." "By no means," replied the man, "I shall have occasion for your services, and you must go home with me." So saying, he led him to his hovel, where the unhappy steed spent the remainder of his days in laborious servitude; sensible, too late, that revenge may cost a great deal more than it is worth.

2. A youth, who lived in the country, and who had not acquired, either by reading or conversation, any knowledge of the animals which inhabit foreign regions, went to a neighbouring city to see an exhibition of wild beasts. "What is the name of that lovely

animal," said he to the keeper, "which you have placed next one of the ugliest beasts in your collection, as if you meant to contrast beauty with deformity?"—"The animal which you admire," replied the keeper, "is called a tiger; and, notwithstanding the meekness of his looks, he is fierce and savage beyond description. But the other beast, which you despise, is in the highest degree docile, affectionate, and useful. For the benefit of man, he traverses the sandy deserts of Arabia, where drink and pasture are seldom to be found, and will continue several days without sustenance, yet still patient of labour. The camel, therefore (for such is the name given to this animal), is more worthy of your admiration than the tiger, notwithstanding the inelegance of his make, and the two bunches upon his back: for mere external beauty is of little estimation; and deformity, when associated with amiable dispositions and useful qualities, should not preclude our respect and approbation."

SECTION V.

ABRIDGMENT OF COMPLEX SENTENCES (*continued*),

Abridge the following passages by writing in each sentence the principal clause, and such secondary clauses only as the sense may require:—*

EXAMPLE.

Sir Philip Sidney, at the battle near Zutphen, was wounded by a musket-ball, which broke the bone of his thigh. He was carried about a mile and a half to the camp; and being faint with the loss of blood, and probably parched with thirst, through the heat of the weather, he called for drink. It was immediately brought to him; but as he was putting the vessel to his mouth, a poor wounded soldier, who happened at that instant to be carried past him, looked up to it with wistful eyes. The gallant and generous Sidney took the bottle from his mouth, and delivered it to the soldier, saying, "Thy necessity is yet greater than mine."

* In exercises like this, the Teacher may suggest whether the secondary clauses should be adjective, relative, participial, adverbial, connective, or absolute.

and Sir Philip Sidney was wounded by a musket-ball, which broke the bone of his thigh. He was carried to the camp; and being faint with the loss of blood, he called for drink. As he was putting the vessel to his mouth, a poor wounded soldier looked up to it with wistful eyes. The gallant and generous Sidney delivered him the bottle, saying "Thy necessity is yet greater than mine."

EXERCISES.

1. In one of those terrible eruptions of Mount *Ætna*, which have often happened, the danger of the inhabitants of the adjacent country was uncommonly great. To avoid immediate destruction from the flames, and the melted lava which ran down the sides of the mountain, the people were obliged to retire to a considerable distance. Amidst the hurry and confusion of such a scene (every one flying and carrying away whatever he deemed most precious), two brothers, in the height of their solicitude for the preservation of their wealth and goods, suddenly recollected that their father and mother, both very old, were unable to save themselves by flight. Filial tenderness triumphed over every other consideration, "Where," cried the generous youths, "shall we find a more precious treasure than they are, who gave us being, and who have cherished and protected us through life?" Having said this, the one took up his father on his shoulders, and the other his mother, and happily made their way through the surrounding smoke and flames. All who were witnesses of this dutiful and affectionate conduct, were struck with the highest admiration; and they and their posterity ever after called the path which these young men took in their retreat, "The Field of the Pious."

2. Among other excellent arguments for the immortality of the soul, there is one drawn from its perpetual progress toward perfection, without a possibility of ever arriving at it, which I do not remember to have seen opened and improved by others, who have written on this subject, though it seems to me to carry very great weight with it. How can it enter into the thoughts of a man, that the soul, which is capable of such immense perfections, and of receiving new improvements to all eternity, shall fall away into nothing, almost as soon as it is created? A brute arrives at a point of perfection that he can never pass: in a few years he has all the endowments he is capable of; and were he to live ten thousand more, would be the same thing he is at present. Were a human soul thus at a stand in her accomplishments; were her faculties to be full blown, and incapable of farther enlargement; I

could imagine she might fall away insensibly, and drop at once into a state of annihilation. But can we believe a thinking being, that is in a perpetual progress of improvement, and travelling on from perfection to perfection, after having just looked abroad into the works of her Creator, and made a few discoveries of his infinite goodness, wisdom, and power, must perish at her first setting out, and in the very beginning of her inquiries ?

SECTION VI.

VARIETY OF STRUCTURE.

Vary the structure of the following sentences by changing the form of the clauses :—

EXAMPLE.

The boy, *attentive* to his studies, is sure to excel. The boy, *who* is attentive to his studies, is sure to excel. The boy, *being* attentive to his studies, is sure to excel. The boy is sure to excel, *as* he is attentive to his studies. The boy is sure to excel, *if* he be attentive to his studies. *By* being attentive to his studies, the boy is sure to excel.

EXERCISES.

1. Shame being lost, all virtue is lost.
2. The king, who had never before committed an unjust action, dismissed his minister without inquiry.
3. He descended from his throne, and ascended the scaffold, and said, "Live, incomparable pair."
4. She was deprived of all but her innocence, and lived in a retired cottage with her widowed mother, and was concealed more by her modesty than by solitude.
5. The dry leaves rustled on the ground, and the chilling winds whistled by me, and gave me a foretaste of the gloomy desolation of winter.
6. The trees were cultivated with much care, and the fruit was rich and abundant.
7. The lion and the eagle are both possessed of great strength, and exercise dominion over their fellows of the forest. Equally magnanimous, they disdain small plunder, and only pursue animals

worthy of conquest. Solitary, they keep the desert to themselves alone: it is as extraordinary to see two pair of eagles in the same mountain, as two lions in the same forest. They keep separate to find a more ample supply, and consider the quantity of their game as the best proof of their dominion. Bred for war, they are the enemies of all society; alike fierce, proud, and incapable of being easily tamed.

SECTION VII.

VARIETY OF STRUCTURE AND EXPRESSION.

Vary both the structure and the expression of the following sentences :—

EXAMPLE.

A wolf let into the sheepfold, will devour the sheep. A wolf being let into the sheepfold, the sheep will be devoured. If we let a wolf into the fold, the sheep will be devoured. The wolf will devour the sheep, if the sheepfold be left open. If the fold be not shut, the wolf will devour the sheep. Slaughter will be made amongst the sheep, if the wolf get into the fold.

EXERCISES.

1. Gentleness corrects whatever is offensive in our manners.
2. All mankind must taste the bitter cup, which destiny has mixed.
3. The places of those who refused to come, were soon filled with a multitude of delighted guests.
4. He who lives always in the bustle of the world, lives in a perpetual warfare.
5. The spirit of true religion breathes gentleness and affability.
6. You have pleaded your incessant occupation; exhibit the result of it.
7. Industry is not only the instrument of improvement, but the foundation of pleasure.
8. The advantages of this world, even when innocently gained, are uncertain blessings.
9. When you behold wicked men multiplying in number, and increasing in power, imagine not that Providence particularly favours them.

10. Charity consists not in speculative ideas of general benevolence, floating in the head, and leaving the heart, as speculations too often do, untouched and cold.

11. The squadron, if it merit that name, consisted of no more than three small vessels, having on board ninety men, mostly sailors, together with a few adventurers. The admiral steered directly for the Canary Islands, and then, holding his course due west, left the usual track of navigation, and stretched into unfrequented and unknown seas. The first day, as it was very calm, he made but little way; but on the second he lost sight of land; and many of the sailors, already dejected and dismayed, began to beat their breasts and to shed tears. Columbus comforted them with assurance of success, and the prospect of vast wealth in those opulent regions whither he was conducting them. After a voyage of four weeks, the presages of land became so numerous and promising, that, having offered up public prayers for success, he ordered the sails to be furled, and strict watch to be kept, lest the ships should be driven ashore in the night. A little after midnight the joyful sound of *land, land*, was heard from the mast-head; and, as soon as morning dawned, they beheld an island about two leagues to the north, whose flat and verdant fields, well stored with wood, and watered with many rivulets, presented to them the aspect of a delightful country. As soon as the sun arose, all the boats were manned and armed, and they rowed towards the coast with their colours displayed, warlike music, and other martial pomp. Columbus was the first European who set foot in the New World which he had discovered: he landed in a rich dress, and with a naked sword in his hand. His men followed, and kneeling down, they all kissed the ground they had so long desired to see. They next erected a crucifix, and prostrating themselves before it, returned thanks to God for conducting their voyage to such a happy issue.

SECTION VIII.

COMPLEX SENTENCES.

Combine the following simple into complex sentences, making the secondary clauses adjective, relative, participial, adverbial, connective, or absolute, as the sense may require:—

EXAMPLE.

The wall of China is evidence of a rich nation. The wall of China is evidence of a populous nation. The wall of China is evidence of an effeminate nation. Men of courage defend themselves by the sword. Men of courage do not defend themselves by bulwarks.

The wall of China is evidence of a rich and populous nation ; but it is also evidence of an effeminate nation : men of courage defend themselves by the sword, not by bulwarks.

EXERCISES.

1. Diligence is a material duty of the young. Industry is a material duty of the young. Proper improvement of time is a material duty of the young.

2. Patience preserves composure within. Patience resists impressions from without. Trouble makes impression from without.

3. Our sky seems settled and serene. In some unobserved quarter gathers the little black cloud. In the little black cloud the tempest ferments. In the little black cloud the tempest prepares to discharge itself on our head.

4. Man is a rational animal. Man is endowed with the highest capacity for happiness. Man sometimes mistakes his best interests. Man sometimes pursues trifles with all his energies. Man considers trifles as the principal object of desire in this fleeting world.

5. Rational intercourse is kept up by conversation. Rational intercourse is one of our principal distinctions from brutes. We should therefore endeavour to turn this particular talent to our advantage. We should consider the organs of speech as the instruments of understanding. We should be careful not to use the organs of speech as the weapons of vice. We should be careful not to use the organs of speech as the tools of folly.

6. The benevolent John Howard settled his accounts at the close of the year. He found a balance in his favour. He proposed to his wife to make use of it in a journey to London. He proposed to make use of it in any other amusement she chose. "What a pretty cottage for a poor family it would build!" was her reply. This charitable hint met his cordial approbation. The money was laid out accordingly.

7. A farmer stepped into a field to mend a gap in one of the fences. At his return he found the cradle turned upside down. He had left his only child asleep in the cradle. The clothes were all torn

and bloody. His dog was lying near the cradle besmeared also with blood. He immediately conceived that the dog had destroyed his child. He instantly dashed out the dog's brains with the hatchet in his hand. He turned up the cradle. He found his child unhurt. He found an enormous serpent lying dead on the floor. The serpent had been killed by the faithful dog. The courage and fidelity of the dog preserved the life of the child. The courage and fidelity of the dog deserved a very different return.

8. A young gentleman was at one of the academies in Paris. He was remarked for eating nothing but soup and dry bread. He drank only water. The governor of the institution attributed this singularity to excess of devotion. He reproved his pupil. He endeavoured to persuade him to alter his resolution. He found, however, that his remonstrances were ineffectual. He sent for the young gentleman again. He observed to him that such conduct was highly unbecoming. He observed to him that it was his duty to conform to the rules of the academy. He then endeavoured to learn the reason of his pupil's conduct. The youth could not be prevailed upon to impart the secret. The governor at last threatened to send him back to his family. This menace produced an immediate explanation. "Sir," said the young man, "in my father's house I eat nothing but black bread. I eat very little of that. Here I have good soup. Here I have excellent white bread. I might fare luxuriously: I cannot persuade myself to take any thing else. I reflect on the situation of my father and mother."

SECTION IX.

AMPLIFICATION OF SENTENCES.

Amplify the following sentences by introducing secondary clauses:—

EXAMPLE.

The man of true fortitude may be compared to a castle built on a rock : the man of a feeble and timorous spirit, to a hut placed on the shore.

The man of true fortitude may be compared to a castle built on a rock, *which defies the attack of surrounding waters* : the man of a feeble and timorous spirit, to a hut placed on the shore, *which every wind shakes, and every wave overflows.*

EXERCISES.

1. Good or bad habits generally go with us through life.
2. Common reports are best confuted by neglect.
3. It is one of the melancholy pleasures of an old man to recollect the kindness of his friends.
4. The certainty that life cannot be long, ought to awaken every man to the active prosecution of whatever he is desirous to perform.
5. To maintain a steady and unbroken mind, marks a great and noble spirit.
6. Compassionate affections convey satisfaction to the heart.
7. Virtue must be habitually active; not breaking forth occasionally with a transient lustre, but regular in its returns; not like the aromatic gale, but like the ordinary breeze.
8. To sensual persons hardly any thing is what it appears to be. There are voices which sing around them. There is a banquet spread. There is a couch which invites them to repose.
9. By disappointments and trials the violence of our passions is tamed. In the varieties of life, we are inured to habits both of the active and the suffering virtues.
10. An idle man is a mere blank in creation. He cannot engage himself in any employment or profession; he can succeed in no undertaking; he must be a bad husband, father, and relation; and he must be a worthless friend.

11. Veturia at first made some hesitation to undertake the office of an intercessor, knowing the inflexible temper of her son, and fearing that he would only show his disobedience in a new light. She at last, however, set out from the city, accompanied by many of the principal matrons of Rome, with Volumnia, her daughter-in-law, and her two children. Coriolanus was resolved to give them a denial, and called his officers round him to be witnesses of his resolution; but, when told that his mother and his wife were among the number, he instantly came down from his tribunal. At first the tears and embraces of the women deprived them of the power of speech; and the rough soldier himself could not refrain from sharing in their distress. Coriolanus now seemed much agitated by contending passions: his mother seconded her words by her tears; his wife and children hung round about him; while the fair train, her companions, added their lamentations. Coriolanus for a moment was silent; till at length he flew to take up his mother, crying out, "Thou hast saved Rome, but lost thy son!"

SECTION X.

IDEAS SUGGESTED TO FORM SENTENCES.

Let the Teacher propose a subject, and each Pupil, at his suggestion, successively express an idea upon it.

Let the ideas be written down as first expressed, and afterwards re-written in simple or compound sentences, as the sense may require :—

EXAMPLE.

Write about *Silver*. Name some of its properties. *It is brilliant. It is sonorous. It is ductile. Where is it found? In various parts of the world. Particularly in South America. At Potosi. What are its uses? It is coined into money. It is manufactured into silver-plate.*

Silver is a brilliant, sonorous, and ductile metal. It is found in various parts of the world, and particularly at Potosi in South America. It is coined into money, and manufactured into silver-plate.

EXERCISES.

- | | | | |
|--------------|-------------|---------------|-----------------|
| 1. Iron. | 5. Corn. | 9. Music. | 13. Sabbath. |
| 2. Oak. | 6. Paper. | 10. Pyramids. | 14. Scriptures. |
| 3. Bee. | 7. Tiger. | 11. Abraham. | 15. Soul. |
| 4. Silkworm. | 8. Seasons. | 12. Paul. | 16. Wisdom. |

V.—ARRANGEMENT OF SENTENCES.

THE ARRANGEMENT of words in sentences is either *grammatical* or *rhetorical*.

Grammatical arrangement is the order in which words are usually placed in speaking and writing.

Rhetorical arrangement is that order of the words, in which the emphatical parts of the sentence are placed first.

The rhetorical arrangement is used chiefly in poetry and impassioned prose.

The principal rules for arranging words in sentences are as follows :—

I. In sentences grammatically arranged, the subject or nominative is generally placed before the verb ; as, ‘ The *birds* sing ; ’ ‘ *To obey* is better than sacrifice.’

In sentences rhetorically arranged, the subject or nominative is often placed after the verb ; as, ‘ Shines forth the cheerful *sun* ; ’ ‘ Great is *Diana* of the Ephesians.’

The nominative is also placed after the verb in the following instances :—

1. When the sentence is interrogative ; as, ‘ Do *riches* make men happy ? ’

2. When the sentence is imperative ; as, ‘ Go *thou*. ’

3. When a supposition is expressed by an ellipsis ; as, ‘ Were *it* true.’

4. When the sentence begins with *there*, *here*, &c. ; as, “ There was a *commotion* among the people ; ” “ Here are five *loaves*. ”

5. In such phrases as *said he*, *replied they*, &c.

II. The article is always before the noun, whose signification it limits ; as, ‘ *A* table ; ’ ‘ *An* inkstand ; ’ ‘ *The* book.’

1. When the noun is qualified by an adjective, the article is placed before the adjective ; as, ‘ *A* large house.’

2. The indefinite article is placed between the noun and the adjectives *many* and *such* ; and also between the noun and all adjectives which are preceded by *as*, *so*, *too*, and *how* ; as, ‘ *Many a* man has attained independence by industry and perseverance ; ’ ‘ *Such a* misfortune has seldom happened ; ’ ‘ *So great a* multitude ; ’ ‘ *How mighty a* prince ! ’

3. The definite article is placed between the noun and the adjective *all* ; as, ‘ *All the* people are assembled.’

III. In sentences grammatically arranged, the adjective is generally placed before the noun which it qualifies ; as, ‘ *A beautiful* tree ; ’ ‘ *A swift* horse.’

In sentences rhetorically arranged, the adjective, when

it is emphatic, is sometimes placed at the beginning of the sentence ; as, '*Just and true are all thy ways.*'

The adjective is frequently placed after the noun in the following instances :—

1. When it is used as a title ; as, '*Alexander the Great.*'
2. When other words depend upon it ; as, '*A man generous to his enemies.*'
3. When several adjectives belong to one noun ; as, '*A man wise, just, and charitable.*'
4. When the adjective expresses dimension ; as, '*A wall ten feet high.*'
5. When it expresses the effect of an active verb ; as, '*Vice renders men miserable.*'
6. When a neuter verb comes between it and the noun or pronoun ; as, '*It seems strange.*'

IV. The pronoun of the third person is placed after that of the second ; and the pronoun of the first person after those of the second and third ; as, '*You and I will go ; 'Shall it be given to you, to him, or to me ?*'

V. In sentences grammatically arranged, the active verb is generally placed before the word which it governs ; as, '*If you respect me, do not despise my friend.*'

In sentences rhetorically arranged, the active verb is frequently placed after the word which it governs ; as, '*Silver and gold have I none.*'

The active verb is also placed after relative pronouns ; as, '*He is a man whom I greatly esteem.*'

VI. In sentences grammatically arranged, the infinitive mood is placed after the verb which governs it ; as, '*He loves to learn.*'

In sentences rhetorically arranged, the infinitive mood, when emphatic, is placed before the word which governs it ; as, '*Go I must, whatever may ensue.*'

VII. Adverbs are generally placed immediately before or immediately after the words which they qualify ; as, '*Very good ; 'He acted wisely.*'

Adverbs, when emphatic, are sometimes placed at the

beginning of a sentence ; as, '*How completely his passion has blinded him !*'

VIII. Prepositions are generally placed before the words which they govern ; as, '*With me ;*' '*To them.*'

In familiar language, prepositions are sometimes placed after the words which they govern, and even at a distance from them ; as, '*Such conduct I am at a loss to account for.*'

IX. Conjunctions are placed between the words or clauses which they connect ; as, '*Come and see ;*' '*Be cautious ; but speak the truth.*'

1. Conjunctions of one syllable, with the exception of *then*, are always placed first in the clauses or sentences which they connect ; as, '*Virtue is praised by many, and doubtless would be desired also, if her worth were really known : see, then, that you do as she requires.*'

2. Conjunctions of more than one syllable (with the exception of *whereas*, which must always be the first word in the sentence or clause), may be transferred to the place where they are most agreeable to the ear in reading ; as, '*Piety and holiness will make our whole life happy ; whereas sinful pursuits will yield only a few scattered pleasures. Let us diligently cultivate the former, therefore, while we carefully abstain from the latter.*'

SECTION I.

VARIETY OF ARRANGEMENT.

Vary the arrangement of the following sentences by transposing the members or clauses :—

EXAMPLE.

I had long before now repented of my roving course of life, but I could not free my mind from the love of travel.

Of my roving course of life I had long before now repented, but from the love of travel I could not free my mind.

I could not free my mind from the love of travel, though I had long before now repented of my roving course of life.

From the love of travel I could not free my mind, though of my roving course of life I had long before now repented.

EXERCISES.

1. The Roman state evidently declined in proportion to the increase of luxury.

2. For all that you think, and speak, and do, you must at the last day account.

3. The greatness of mind which shows itself in dangers and labours, if it wants justice, is blamable.

4. It is a fact, about which men now rarely differ, that the paper-mill and the printing-press are inventions for which we cannot be too thankful.

5. In all speculations upon men and human affairs, it is of no small moment to distinguish things of accident from permanent causes.

6. He who made light to spring from primeval darkness, will, at last, make order to arise from the seeming confusion of the world.

7. Early one summer morning, before the family was stirring, an old clock, that, without giving its owner any cause of complaint, had stood for fifty years in a farmer's kitchen, suddenly stopped.

8. Those things which appear great to one who knows nothing greater, will sink into a diminutive size, when he becomes acquainted with objects of a higher nature.

9. Let us not conclude, while dangers are at a distance, and do not immediately approach us, that we are secure, unless we use the necessary precautions to prevent them.*

SECTION II.

VARIETY OF ARRANGEMENT (*continued*).

Change the grammatical into the rhetorical arrangement in the following passages:—

EXAMPLE.

You may set my fields on fire, and give my children to the sword; you may drive myself forth a houseless, childless beggar,

* Exercises similar to those under Sections I. II. III. IV. V. and VI. may be prescribed from the reading-lessons of a class.

or load me with the fetters of slavery ; but you never can conquer the hatred I feel to your oppression.

My fields you may set on fire, and my children give to the sword ; myself you may drive forth a houseless, childless beggar, or load with the fetters of slavery ; but the hatred I feel to your oppression never can you conquer.

EXERCISES.

1. All the Jews, who knew me from the beginning, if they would testify, know my manner of life from my youth, which was at the first among mine own nation at Jerusalem, that I lived a Pharisee after the strictest sect of our religion.

2. I shall neither attempt to palliate nor deny the atrocious crime of being a young man, which the honourable gentleman has with such spirit and decency charged upon me ; and I will not assume the province of determining whether youth can be attributed to any man as a reproach.

3. I weep for Cæsar, as he loved me ; I rejoice, as he was fortunate ; I honour him, as he was valiant ; but I slew him, as he was ambitious.

4. The Redeemer has made his followers free from the bondage of fear. He has disarmed death of his sting, by making an atonement for their sins ; and he has secured to them the victory over the grave, by rising as the first fruits of them that sleep.

5. Slavery ! disguise thyself as thou wilt, still, still thou art a bitter draught ; and thou art no less bitter, though thousands in all ages have been made to drink of thee. Liberty ! it is thou, whom all worship in public or in private, whose taste is grateful, and ever will be so, till nature herself shall change. No tint of words can spot thy snowy mantle, or chymic power turn thy sceptre into iron. The swain, with thee to smile upon him as he eats his crust, is happier than his monarch, from whose court thou art exiled.

6. The noon of day is calm. The inconstant sun flies over the green hill. The stream of the mountain comes down red, through the stony vale. O Morar ! thou wert tall on the hill ; fair among the sons of the plain. Thy wrath was as the storm ; thy sword, in battle, as lightning in the field. Thy voice was like thunder on distant hills. But how peaceful was thy brow when thou didst return from war ! Thy face was like the sun after rain ; calm as the breast of the lake when the low wind is hushed into repose. Thy dwelling is narrow now ; the place of thine

abode is dark. O thou who wast so great before ! I compass thy grave with three steps.

7. Thou wast, not long since, what I am now, one of the actors in this passing scene. I lent a pitying ear to all thy sighs, and my heaving bosom beat responsive to thy sad complaints. My tears were mingled with thine in the hour of affliction ; and, when joy brightened thy countenance, my heart felt a kindred pleasure. I sat with thee, or walked by the way, and held sweet converse. My soul was knit to thee by the ties of cordial amity and soft endearment. Thou hast now left me to mourn the loss of thee in pensive silence. I drop the tender tear on thy hallowed grave, and bid thy sacred ashes rest in peace. I shall join thee in thy dark abode ere long, thy companion in the dust, till we be called forth to stand in our lot in the end of days. I was united to thee in life ; I shall soon lie in the same cold arms of death ; and (O transporting thought !) we shall rise together, to feel no more the agony of parting.

SECTION III.

VARIETY OF ARRANGEMENT (*continued*).

Change the following passages of poetry into prose, making such alterations, both in arrangement and in structure, as the meaning and harmony of the sentences require :—

EXAMPLE,

A solitary blessing few can find ;
Our joys with those we love are intertwin'd ;
And he whose wakeful tenderness removes
Th' obstructing thorn which wounds the friend he loves,
Smooths not another's rugged path alone,
But scatters roses to adorn his own.

Few can find a solitary blessing ; our joys are intertwined with those whom we love ; and he, whose wakeful tenderness removes the thorn which wounds his friend, not only smooths the rugged path of another, but scatters roses to adorn his own.

EXERCISES.

1. Heav'n gives us friends to bless the present scene ;
Resumes them, to prepare us for the next.

- All evils natural are moral goods ;
 All discipline indulgence on the whole.
2. Never man was truly blest,
 But it composed and gave him such a cast,
 As folly might mistake for want of joy.
 3. Riches are oft by guilt and baseness earn'd.
 But for one end, one much neglected use,
 Are riches worth our care (for nature's wants
 Are few, and without opulence supplied) ;
 This noble end is, to produce the soul ;
 To show the virtues in their fairest light,
 And make humanity the minister
 Of bounteous Providence.
 4. But yonder comes the powerful king of day,
 Rejoicing in the east. The less'ning cloud,
 The kindling azure, and the mountain's brow
 Illumed with fluid gold, his near approach
 Betoken glad. Lo ! now, apparent all,
 Aslant the dew-bright earth, and colour'd air,
 He looks in boundless majesty abroad ;
 And sheds the shining day, that burnish'd plays
 On rocks, and hills, and tow'rs, and wand'ring streams
 High gleaming from afar.
 5. No radiant pearl, which crested fortune wears,
 No gem, that twinkling hangs from beauty's ears,
 Nor the bright stars, which night's blue arch adorn,
 Nor rising suns, that gild the vernal morn,
 Shine with such lustre, as the tear that breaks,
 For other's wo, down virtue's manly cheeks.
 6. Fear not when I depart ; nor therefore mourn
 I shall be nowhere, or to nothing turn ;
 That soul which gave me life was seen by none,
 Yet by the actions it design'd was known ;
 And though its flight no mortal eye shall see,
 Yet know, for ever it the same shall be ;
 That soul, which can immortal glory give
 To her own virtues, must for ever live.
 7. But most by numbers judge a poet's song ;
 And smooth or rough, with them is right or wrong ;

In the bright muse, though thousand charms conspire,
 Her voice is all these tuneful fools admire ;
 Who haunt Parnassus but to please the ear,
 Not mend their minds ; as some to church repair,
 Not for the doctrine, but the music there.

8. 'Tis hard to say, if greater want of skill
 Appear in writing, or in judging ill ;
 But, of the two, less dangerous is the offence
 To tire our patience, than mislead our sense ;
 Some few in that, but numbers err in this ;
 Ten censure wrong, for one who writes amiss.
 A fool might once himself alone expose ;
 Now one in verse makes many more in prose.
 'Tis with our judgments as our watches, none
 Go just alike, yet each believes his own.
9. Of chance or change, O let not man complain,
 Else shall he never, never cease to wail ;
 For, from the imperial dome, to where the swain
 Rears the lone cottage in the silent dale,
 All feel the assault of fortune's fickle gale ;
 Art, empire, earth itself, to change are doom'd ;
 Earthquakes have raised to heaven the humble vale,
 And gulfs the mountain's mighty mass entomb'd,
 And where the Atlantic rolls wide continents have bloom'd,
 But sure to foreign climes we need not range,
 Nor search the ancient records of our race,
 To learn the dire effects of time and change,
 Which in ourselves, alas ! we daily trace.
 Yet at the darken'd eye, the wither'd face,
 Or hoary hair, I never will repine :
 But spare, O Time, whate'er of mental grace,
 Of candour, love, or sympathy divine,
 Whate'er of fancy's ray or friendship's flame is mine.

SECTION IV.

EXPRESSION OF IDEAS.

Let the Pupil express the ideas contained in the following passages, in sentences of his own construction and arrangement :—

EXAMPLE.

When a man says, in conversation, that it is fine weather, does he mean to inform you of the fact? Surely not; for every one knows it as well as he does. He means to communicate his agreeable feelings.

Almost every one whom you meet by the way begins the conversation by remarking, "It is a fine day." But when he does so, it is not because he supposes the fact known to him and not to you; he is merely giving expression to those agreeable feelings which the fineness of the weather excites.

EXERCISES.

1. The private path, the secret acts of men,
If noble, far the noblest of their lives.

2. Listen to the affectionate counsels of your parents; treasure up their precepts; respect their riper judgment; and enjoy, with gratitude and delight, the advantages resulting from their society. Bind to your bosom, by the most endearing ties, your brothers and sisters; cherish them as your best companions, through the variegated journey of life; and suffer no jealousies and contentions to interrupt the harmony, which should ever reign amongst you.

3. Nature expects mankind should share
The duties of the public care.
Who's born to sloth? To some we find
The ploughshare's annual toil assign'd.
Some at the sounding anvil glow;
Some the swift-sliding shuttle throw;
Some, studious of the wind and tide,
From pole to pole our commerce guide;
While some, with genius more refined,
With head and tongue assist mankind.
Thus, aiming at one common end,
Each proves to all a needful friend.

4. Common reports, if ridiculous rather than dangerous, are best confuted by neglect. Seriously to endeavour a confutation, gives a suspicion of somewhat at bottom. Fame has much of the scold: you silence her, if you be silent yourself. She will soon be out of breath with blowing her own trumpet.

5. As two young bears, in wanton mood,
Forth issuing from a neighb'ring wood,

Came where the industrious bees had stored,
 In waxen cells, their luscious hoard ;
 O'erjoyed they seized, with eager haste,
 Luxurious on the rich repast.
 Alarm'd at this, the little crew
 About their ears vindictive flew.
 The beasts, unable to sustain
 The unequal combat, quit the plain ;
 Half-blind with rage, and mad with pain,
 Their native shelter they regain ;
 There sit, and now discreeter grown,
 Too late their rashness they bemoan ;
 And this by dear experience gain,
 That pleasure's ever bought with pain.

6. That no man can promise himself perpetual exemption from suffering, is a truth obvious to daily observation. Nay, amid the shiftings of the scene in which we are placed, who can say that for one hour his happiness is secure ? The openings through which we may be assailed are so numerous and unguarded, that the very next moment may see some messenger of pain piercing the bulwarks of our peace. Our body may become the seat of incurable disease : our mind may become a prey to unaccountable and imaginary fears : our fortune may sink in some of those revolutionary tempests, which overwhelm so often the treasures of the wealthy : our honours may wither on our brow, blasted by the slanderous breath of an enemy : our friends may prove faithless in the hour of need, or they may be separated from us for ever : our children, the fondest hope of our hearts, may be torn from us in their prime ; or they may wound us still more deeply by their undutifulness and misconduct. Where then, in this uncertainty of worldly blessings, is the joy on earth, in which thou canst repose thy confidence ? or what temporal defence canst thou rear against the inroads of adversity ?

SECTION V.

EXPRESSION OF IDEAS (*continued*).

Let the Pupil abridge the following passages, expressing the ideas in sentences of his own construction and arrangement :—

EXAMPLE.

Alfred, reduced to extremity by the Danes, who were spreading devastation all over England, was obliged to relinquish the ensigns of his dignity, to dismiss his servants, and to seek shelter, in the meanest disguise, from the pursuit and fury of his enemies. He concealed himself under a peasant's habit, and lived some time in the house of a neat-herd, who had been intrusted with the care of some of his cows. There passed here an incident, which has been recorded by all the historians, and was long preserved by popular tradition; though it contains nothing memorable in itself, except so far as every circumstance is interesting, which attends so great virtue and dignity reduced to so much distress. The wife of the neat-herd was ignorant of the condition of her royal guest; and, observing him one day busy by the fireside in trimming his bow and arrows, she desired him to take care of some cakes which were toasting, while she was employed elsewhere in other domestic affairs. But Alfred, whose thoughts were otherwise engaged, neglected the injunction; and the good woman, on her return, finding her cakes all burned, rated the king very severely, and upbraided him, that he always seemed very well pleased to eat her warm cakes, though he was thus negligent in toasting them.

Alfred, having been driven from his throne by the Danes, was forced to seek refuge, under the disguise of a peasant, in the house of one of his own neat-herds. Here occurred an incident, which both tradition and history have preserved. One day, as Alfred was sitting by the fire trimming his bow and arrows, the wife of his host, who did not know that he was the king, desired him, while she was otherwise occupied, to attend to some cakes that were toasting; an injunction, which the monarch, who was thinking of far different matters, neglected to obey. "You have allowed the cakes to burn, by your carelessness," said the good woman, on her return; "but you seem always very well pleased to eat them."

EXERCISES.

1. Dionysius, the tyrant of Sicily, was far from being happy, though he abounded in riches, and all the pleasures which riches can procure. Damocles, one of his flatterers, was one day complimenting him on his power, his treasures, and his royal magnificence, and affirming that no monarch ever was greater or happier than he. "Hast thou a mind, Damocles," says the king, "to taste this happiness, and know, by experience, what the enjoy-

ments are, of which you have so high an idea?" Damocles gladly accepted the offer. Upon this the king ordered, that a royal banquet should be prepared for him, and a gilded couch, covered with rich embroidery. Side-boards, loaded with gold and silver plate of immense value, were arranged in the apartment. Pages of extraordinary beauty were ordered to attend his table, and to obey his commands with the greatest readiness and the most profound submission. Fragrant ointments, chaplets of flowers, and rich perfumes, were added to the entertainment. The table was loaded with the most exquisite delicacies of every kind. Damocles was intoxicated with pleasure. But in the midst of all his happiness, as he lay indulging himself in state, he sees let down from the ceiling, exactly over his head, a glittering sword hung by a single hair. The sight of impending destruction put a speedy end to his joy and revelling. The pomp of his attendants, the glitter of the carved plate, and the delicacy of the viands, ceased to afford him any pleasure. He dreads to stretch forth his hand to the table. He throws off the garland of roses. He hastens to remove from his dangerous situation; and earnestly entreats the king to restore him to his former humble condition, having no desire to enjoy any longer a happiness so terrible.

2. A nightingale, that all day long
 Had cheer'd the village with his song,
 Nor yet at eve his note suspended,
 Nor yet when eventide was ended,
 Began to feel, as well he might,
 The keen demands of appetite;
 When, looking eagerly around,
 He spied far off, upon the ground,
 A something shining in the dark,
 And knew the glow-worm by his spark.
 So, stooping down from hawthorn top,
 He thought to put him in his crop.
 The worm aware of his intent,
 Harangued him thus, right eloquent:
 "Did you admire my lamp," quoth he,
 "As much as I your minstrelsy,
 You would abhor to do me wrong,
 As much as I to spoil your song;
 For 'twas the self-same Pow'r divine
 Taught you to sing, and me to shine;

That you with music, I with light,
Might beautify and cheer the night."

The songster heard this short oration,

And warbling out his approbation,

Released him, as my story tells,

And found a supper somewhere else.

Hence jarring sectaries may learn

Their real interest to discern ;

That brother should not war with brother,

And worry and devour each other ;

But sing and shine with sweet consent,

Till life's poor transient night is spent ;

Respecting, in each other's case,

The gifts of nature and of grace.

3. Philip, king of Macedon, is celebrated for an act of private justice, which does greater honour to his memory than all his public victories. A certain soldier, in the Macedonian army, had, in various instances, distinguished himself by extraordinary acts of valour, and had received many marks of Philip's approbation and favour. On a particular occasion, he embarked on board a vessel, which was wrecked in a violent storm, and he himself cast on the shore naked and helpless, with scarcely any signs of life. A Macedonian, whose lands were contiguous to the sea, came opportunely to be witness of his distress, and, with all possible tenderness, flew to the relief of the unhappy stranger. He bore him to his house, laid him on his bed, revived, cherished, and comforted him ; and, for forty days, supplied him freely with all the necessities and conveniences, which his languishing condition could require. The soldier, thus happily rescued from death, was incessant in the warmest expressions of gratitude to his benefactor, and assured him of his interest with the king, and of his resolution to obtain for him, from the royal bounty, the noble returns which such extraordinary benevolence deserved. He was at length completely recovered, and was supplied by his kind host with money to pursue his journey. Some time after, he presented himself before the king ; he recounted his misfortunes, magnified his services, and, having looked with an eye of envy on the possessions of the man who had preserved his life, was so devoid of every feeling of gratitude, as to request the king to bestow upon him the houses and lands where he had been so kindly and so tenderly entertained. Unhappily, Philip, without examination, inconsiderately granted his infamous

request. The soldier then returned to his preserves, and repaid his kindness by driving him from his settlement, and taking immediate possession of all the fruits of his honest industry. The poor man, stung with this instance of unparalleled ingratitude, boldly determined to seek relief; and, in a letter addressed to Philip, represented his own and the soldier's conduct in a lively and affecting manner. The king was instantly fired with indignation: he ordered that justice should be done without delay; that the possessions should be immediately restored to the man, whose charitable offices had been thus horribly repaid; and that the soldier should be seized, and have these words branded on his forehead, "The Ungrateful Guest."

4. Oft has it been my lot to mark

A proud, conceited, talking spark,
With eyes that hardly serv'd at most
To guard their master 'gainst a post;
Yet round the world the blade had been,
To see whatever could be seen.

Returning from his finish'd tour,
Grown ten times pertier than before;
Whatever word you chanced to drop,
The travell'd fool your mouth will stop:

"Sir, if my judgment you'll allow—
I've seen—and sure I ought to know"—
So begs you'd pay a due submission,
And acquiesce in his decision.

Two travellers of such a cast,
As o'er Arabia's wilds they pass'd,
And on their way, in friendly chat,
Now talk'd of this, and then of that,
Discours'd a while, 'mongst other matter,
Of the chameleon's form and nature.

"A stranger animal," cries one,
"Sure never lived beneath the sun:
A lizard's body lean and long,
A fish's head, a serpent's tongue,
Its foot with triple claw disjoin'd,
And what a length of tail behind!
How slow its pace! and then its hue—
Whoever saw so fine a blue?"

"Hold there," the other quick replies,
"Tis green—I saw it with these eyes,

As late with open mouth it lay,
 And warm'd it in the sunny ray;
 Stretch'd at its ease the beast I view'd,
 And saw it eat the air for food."

"I've seen it, sir, as well as you,
 And must again affirm it blue;
 At leisure I the beast survey'd,
 Extended in the cooling shade."

"'Tis green, 'tis green, sir, I assure ye."—

"Green!" cries the other in a fury—

"Why, sir, d'ye think I've lost my eyes?"

"'Twere no great loss," the friend replies;

"For, if they always serve you thus,
 You'll find them but of little use."

So high at last the contest rose,
 From words they almost came to blows;
 When luckily came by a third:
 To him the question they referr'd;
 And begg'd he'd tell them, if he knew,
 Whether the thing was green or blue.
 "Sir," cries the umpire, "cease your pother;
 The creature's neither one nor t'other:
 I caught the animal last night,
 And view'd it o'er by candle-light:
 I mark'd it well,—'twas black as jet—
 You stare—but, sir, I've got it yet,
 And can produce it." "Pray, sir, do;
 I'll lay my life the thing is blue."

"And I'll be sworn, that when you've seen
 The reptile, you'll pronounce him green."

"Well then, at once to ease the doubt,"

Replies the man, "I'll turn him out;

And when before your eyes I've set him,
 If you don't find him black, I'll eat him."

He said; then full before their sight
 Produced the beast, and, lo! 'twas white!
 Both stared; the man look'd wondrous wise.

"My children," the chameleon cries,
 (Then first the creature found a tongue),

"You all are right, and all are wrong:
 When next you talk of what you view,
 Think others see as well as you;

Nor wonder if you find that none
Prefers your eyesight to his own."

SECTION VI.

EXPRESSION OF IDEAS (*continued*).

Let the Pupil amplify the following passages, expressing the ideas in sentences of his own construction and arrangement:—

EXAMPLE.

In whatever state I am, I first of all look up to heaven; I next look down upon the earth; I then look abroad into the world: and thus I learn where true happiness is placed; where all our cares must end; and how very little reason I have to repine or to complain.

In whatever condition or situation Divine Providence places me, I first of all look up to heaven, and reflect that my principal business here is to get to that blest abode. I next look down upon the earth, and call to mind that, when I am dead, I shall occupy but a small space in it. I then look abroad into the world, and observe what multitudes there are, who, in every respect, are less fortunate than myself. Thus I learn where true happiness is placed; where all our cares must end; and how very little reason I have to repine or to complain.

EXERCISES.

1. Our needful knowledge, like our needful food,
Unhedged, lies open in life's common field,
And bids all welcome to the vital feast.

2. A fox, being inclined to play a practical joke upon his neighbour the stork, asked him to dinner, which he caused to be served up in broad shallow dishes. The stork, perceiving the trick, took no notice, but, at parting, pressed the fox very much to return the visit. When the day arrived, and he repaired to his appointment, Reynard was very much displeased to see the dinner served up in long narrow-necked glasses. "They that cannot take a jest," said the stork, "should never make one."

3. Alexander the Great having taken Sidon, ordered one of his

generals to bestow the crown upon the citizen who seemed to be most worthy, when he offered it to two brothers in whose house he was quartered. Both, however, refused it, stating that it was contrary to the laws for any one to wear the crown, who was not of the royal family, and, at the same time, recommending Abdolonymus, whom misfortune had reduced to the necessity of cultivating a small garden in the suburbs of the city. Abdolonymus was weeding his garden, when the messengers went to him, and at first thought that they were insulting his poverty, when they saluted him as king; but at last he was prevailed upon to go to the palace, and accept the regal office. Pride and envy created him so many enemies, that Alexander sent for him, and inquired with what temper of mind he had borne his poverty. "I pray," replied Abdolonymus, "that I may bear my crown with equal moderation." Alexander was so highly pleased with his answer, that he confirmed him in the throne, and added a neighbouring province to his government.

4. Once I beheld a captive, whom these wars
 Had made an inmate of the prison-house,
 Cheering with wicker-work (that almost seem'd
 To him a sort of play) his dreary hours.
 I ask'd his story: in my native tongue
 (Long use had made it easy as his own),
 He answer'd thus:—Before these wars began,
 I dwelt upon the willowy banks of Loire:
 I married one, who, from my boyish days,
 Had been my playmate. One morn,—I'll ne'er forget!—
 While busy choosing out the prettiest twigs,
 To warp a cradle for our child unborn,
 We heard the tidings, that the conscript-lot
 Had fall'n on me: it came like a death-knell,
 The mother perish'd, but the babe survived;
 And ere my parting day, his rocking couch
 I made complete, and saw him sleeping smile,—
 The smile that play'd upon the cheek of her
 Who lay clay-cold. Alas! the hour soon came
 That forced my fetter'd arms to quit my child:|
 And whether now he lives to deck with flowers
 The sod upon his mother's grave, or lies beneath it
 By her side, I ne'er could learn:
 I think he's gone; and now I only wish

For liberty and home, that I may see,
And stretch myself, and die upon that grave.

5. Androcles, the slave of a noble Roman, who was proconsul of Africa, having fled into the deserts to escape punishment for some offence, went into a cave, in which he had scarcely seated himself, when a huge lion entered, and, coming up to him, laid its paw upon his lap. When he had recovered from his fright, he pulled out a large thorn, which he observed had caused the lion's foot to swell; upon which the grateful animal went away, and soon after returned with a fawn, which it had just killed. For many days he was supported in the same manner; till, tired of this savage society, he determined to give himself up to his master. He was condemned to fight with wild beasts in the amphitheatre at Rome. When the day at last arrived, and every thing was ready, a monstrous lion sprung from its den; but it no sooner saw Androcles, than it fell to the ground, and began to lick his feet. It was his friend of the African deserts; and the spectators having heard the story, interceded for the slave, who was immediately set at liberty, and received the lion as a present. He used to lead it through the streets of Rome, the people saying to one another, as they passed, "This is the lion, who was the man's host; this is the man, who was the lion's physician."

6. Then Commerce brought into the public walk
The busy merchant; the big warehouse built;
Raised the strong crane; choked up the loaded setter
With foreign plenty; and thy stream, O Thames,
Large, gentle, deep, majestic, king of floods!
Chose for his grand resort. On either hand,
Like a long wintry forest, groves of masts
Shot up their spires; the swelling sheet between
Possess'd the breezy void; the sooty hulk
Steer'd sluggish on; the splendid barge along
Row'd regular, to harmony; around,
The boat, light-skimming, stretch'd its oary wings;
While deep, the various voice of fervent toil
From bank to bank increased; whence, ribb'd with oak,
To bear the British thunder, black and bold,
The roaring vessel rush'd into the main.

SECTION VII.

EXPRESSION OF IDEAS (*continued*).

Let the Pupil write from the following hints, expressing the ideas in sentences of his own construction and arrangement :—

EXAMPLE.

The Rein-deer ; in what countries found ; importance to the inhabitants ; what animals it supplies the place of ; in what respects ; what got from it ; what trained to draw ; mode of travelling.

The rein-deer is a native of the icy regions of the north, where, by a wise and bountiful arrangement of Providence, it exists for the support and comfort of a race of men, who would find it impossible to subsist among their frozen lakes and snowy mountains, without the advantages which they derive from this inestimable animal. To the Laplanders, the horse, the cow, and the sheep, are unknown ; but the rein-deer supplies the place of them all. It supplies the place of the horse, in carrying them over tracks that would otherwise be impassable ; that of the cow, in affording them milk ; and that of the sheep, in clothing them. Its flesh affords excellent food ; its very sinews supply them with thread ; and there is scarcely any part of the animal that is not, in some way, conducive to their comfortable existence. The rein-deer are, at an early age, taught to draw the sledge, which is an extremely light sort of carriage, that can be used only in winter, when the ground is covered with snow. The person who sits in it, guides the animal with a cord fastened to its horns, and drives it with a goad. The Laplander will in this manner travel about thirty miles a-day, without forcing the rein-deer to make any extraordinary effort.

EXERCISES.

1. The Camel ; where found ; the varieties of this animal found in some countries ; description of countries in which found ; what got from it ; what its special use ; how adapted for travelling ; its docility ; anecdotes of the camel.

2. The Cotton-plant ; where cultivated ; how raised ; what it yields ; how produce gathered ; how prepared ; cotton-manufactures ; where carried to greatest perfection ; by what means ; improvers of cotton-manufactures ; influence upon comfort, habits, and civilisation of mankind.

3. Fable of the Boy and the Butterfly ; why he pursued it ; where and how he tried to seize it ; where at last he caught it ; what the butterfly an emblem of ; moral of the fable.

4. Regulus ; by whom taken prisoner ; for what purpose sent to Rome ; what advice gave to the Romans ; why he gave this advice ; what he had pledged himself to do ; what he did in consequence of this pledge ; what he suffered ; of what virtue an extraordinary example.

5. Who are our neighbours ; in a literal sense ; in the Scriptural sense ; who taught us this ; in what parable ; what gave rise to it ; the circumstances of the parable ; the practical lessons which it teaches.

6. A Waterfall ; the surrounding country ; the approach ; the stream above ; the banks ; the precipice ; the fall ; the noise ; the foam ; the mist ; the pool beneath ; the course ; a comparison ; a quotation.

SECTION VIII.

EXPRESSION OF IDEAS (*continued*).

Let the Pupil write from memory the substance of the lessons read in the class, expressing the ideas in sentences of his own construction and arrangement.*

SECTION IX.

EXPRESSION OF IDEAS (*continued*).

Let the Pupil write from memory the substance of what has been told or read by the Teacher, or of lectures or sermons which he may have heard, expressing the ideas in sentences of his own construction and arrangement.†

* The exercises under this and the following Section are necessarily left to the Teacher.

† The Master will find it of great use, in teaching his Pupils fluency of expression, to make them do *orally* what they are required to do in writing in the two preceding sections.

PART II.

I.—STYLE.

STYLE is the peculiar manner in which ideas are expressed in language.

The most important quality in a good style is *perspicuity*.

Perspicuity of style depends upon the *choice of words and phrases*, and the *structure of sentences*.

Perspicuity in the use of words and phrases, requires *purity, propriety, and precision*.

Perspicuity in the structure of sentences, requires *clearness, unity, strength, and harmony*.

SECTION I.

PURITY OF STYLE.

Purity of style consists in the use of such words and constructions as belong to the idiom of the language, and are sanctioned by the use of the best authors.

To attain purity of style, avoid—I. Grammatical errors;—II. Foreign, obsolete, and new-coined words and phrases.

EXERCISES.

I. Correct the grammatical errors in the following sentences:—

1. A variety of pleasing objects charm the eye.
2. If the privileges to which he has an undoubted right, and has so long enjoyed, should now be wrested from him, would be flagrant injustice.
3. The religion of these people, as well as their customs and manners, were strangely misrepresented.

4. Whether one person or more was concerned in the business, does not yet appear.

5. The mind of man cannot be long without some food to nourish the activity of his thoughts.

6. They ought to have contributed the same proportion as us, yet we gave a third more than them.

7. Who should I meet the other evening but my old friend.

8. Those sort of favours do real injury under the appearance of kindness.

9. I saw one or more persons enter the garden.

10. Every person, whatever be their station, is bound by the duties of morality and religion.

11. The conspiracy was the easier discovered from its being known to many.

12. The pleasures of the understanding are more preferable than those of the senses.

13. Virtue confers the supreme dignity on man, and should be his chiefest desire.

14. Eve was the fairest of all her daughters.

15. I cannot tell who has befriended me, unless it is him from whom I have received so many favours.

16. The confession is ingenuous, and I hope more from thee now, than I could if you had promised.

17. Each of these words imply some pursuit or object relinquished.

18. No nation gives greater encouragement to learning than we do ; yet, at the same time, none are so injudicious in the application.

19. I should be obliged to him, if he will gratify me in that particular.

20. We have done no more than it was our duty to have done.

21. The not attending to this rule is the cause of a very common error.

22. His vices have weakened his mind, and broke his health.

23. They could not persuade him, though they were never so eloquent.

24. We need not, nor do not, limit the divine purposes.

25. The greatest difficulty was found of fixing just sentiments.

26. The error was occasioned by compliance to earnest entreaty.

27. You know the esteem I have of his philosophy.

28. He is resolved of going abroad.

29. Neither the one nor the other shall make me swerve out of the path, which I have traced to myself.

- 30. Though conformable with custom, the practice is wrong.
- 31. This remark is founded in truth.
- 32. Every office of command should be intrusted to persons on whom parliament can confide.
- 33. The Saxons reduced the greater part of Britain to their own power.
- 34. He was accused with having acted unfairly.
- 35. Their conduct was agreeable with their profession.
- 36. She has an abhorrence to all deceitful conduct.
- 37. The wisest princes need not think it any diminution to their greatness, or derogation to their sufficiency, to rely upon counsel.*

II. Correct the errors in the use of foreign, obsolete, or new-coined words and phrases, in the following sentences:—

- 1. The king soon found reason to repent him of provoking such dangerous enemies.
- 2. The popular lords did not fail to enlarge themselves on the subject.
- 3. The queen, whom it highly imported that the two monarchs should be at peace, acted the part of mediator.
- 4. Removing the term from Westminster, sitting the parliament, was illegal.
- 5. All these things required abundance of finesse and delicatessé to manage with advantage, as well as a strict observance after times and seasons.
- 6. The hauteur of Florio was very disgracious, and disgusted both his friends and strangers.
- 7. When I made some *à propos* remarks upon his conduct, he began to quiz me; but he had as lief let it alone.
- 8. The gardens were void of simplicity and elegance, and exhibited much that was glaring and bizarre.
- 9. They thought it an important subject, and the question was strenuously debated pro and con.
- 10. It irks me to see so perverse a disposition.
- 11. They have manifested great candidness in the whole transaction.

* If his Pupils have not been thoroughly instructed in Grammar, the Teacher may revert to the Rules of Syntax, on which he will find abundance of exercises in all the ordinary text-books.

12. It is difficult to discover the spirit and intendment of some laws.

13. It grieveth me to look over so many blank leaves in the book of my life.

14. Methinks I am not mistaken in an opinion, which I have so well considered.

15. Let us not give too hasty credit to stories which may injure our neighbour : peradventure they are the offspring of calumny or misapprehension.

16. It is grievous to think with what volupty two or three eminent personages have opiniatred the inchoation of such barbarisms.

SECTION II.

PROPRIETY OF STYLE.

PROPRIETY of style consists in the selection of such words and phrases, as the usage of the best authors has appropriated to the ideas which we intend to express.

To attain propriety of style, avoid—I. Vulgar expressions, and the injudicious use of technical terms ;—II. The omission of any words which are necessary to complete the sense ;—III. The use of the same word in different senses ;—IV. Equivocal or ambiguous words ;—V. All words and phrases, which are unintelligible, inapplicable, or less significant, than others, of the ideas which you mean to convey.

EXERCISES.

I. Correct the vulgar or technical expressions in the following sentences :—

1. He is not a whit better than those whom he so liberally condemns.

2. The meaning of the phrase, as I take it, is very different from the common acceptation.

3. The favourable moment should be embraced, for he does not hold long of one mind.

4. I exposed myself so much among the people, that I had like to have gotten one or two broken heads.

5. He is very dexterous in smelling out the views and designs of others.

6. You may perceive, with half an eye, the difficulties to which such conduct will expose you.

7. This performance is much at one with the other.

8. Every year a new flower, in his judgment, beats all the old ones, though it is much inferior to them both in colour and shape.

9. His name must go down to posterity with distinguished honour in the public records of the nation.

10. If all men were exemplary in their conduct, things would soon take a new face, and religion receive a mighty encouragement.

11. Learning and arts were but then getting up.

12. It fell out unfortunately, that two of the principal persons fell out, and had a fatal quarrel.

13. Most of the hands were asleep in their berths, when the vessel shipped a sea, that carried away our pinnace and binnacle. Our dead-lights were in, or we should have filled. The main-mast was so sprung, that we were obliged to fish it, and bear away for the nearest port.

II. Supply the words which are necessary to make the sense complete, in the following sentences :—

1. Let us consider the works of nature and art with proper attention.

2. He is engaged in a treatise on the interests of the soul and body.

3. Some productions of nature rise in value, according as they more or less resemble those of art.

4. The Latin tongue, in its purity, was never in this island.

5. For some centuries, there was a constant intercourse between France and England, by the dominions we possessed there, and the conquests we made.

6. He is impressed with a true sense of that function, when chosen from a regard to the interests of piety and virtue.

7. The wise and foolish, the virtuous and vile, the learned and ignorant, the temperate and profligate, must often, like the wheat and tares, be blended together.

III. Correct the improper use of the same word in different senses, in the following sentences :—

1. An eloquent speaker may give more, but cannot give more convincing arguments, than this plain man offered.

2. They were persons of very moderate intellects, even before they were impaired by their passions.

3. True wit is nature dressed to advantage; and yet some works have more wit than does them good.

4. The sharks, who prey on the inadvertency of young heirs, are more pardonable than those, who trespass upon the good opinion of those, who treat them with great confidence and respect.

5. Honour teaches properly to respect ourselves, and to violate no right or privilege of our neighbour: it leads us to support the feeble, to relieve the distressed, and to scorn to be governed by degrading and injurious passions: and yet we see honour is the motive which urges the destroyer to take the life of his friend.

IV. Correct the equivocal or ambiguous expressions in the following sentences:—

1. When our friendship is considered, how is it possible that I should not grieve for his loss?

2. The eagle killed the hen, and eat her in her own nest.

3. It may be justly said, that no laws are better than the English.

4. The pretenders to polish and refine the language have chiefly multiplied abuses and absurdities.

5. The adventurers, instead of reclaiming the natives from their uncultivated manners, were gradually assimilated to the ancient inhabitants, and degenerated from the customs of their own nation.

6. Solomon, the son of David, who built the temple of Jerusalem, was the richest monarch that reigned over the Jewish people.

7. The Divine Being heapeth favours on his servants, ever liberal and faithful.

V. Correct or omit such words and phrases, in the following sentences, as are unintelligible, inapplicable, or less significant, than others, of the ideas which they are intended to express:—

1. I seldom see a noble building, or any great piece of magnificence and pomp, but I think, how little is all this to satisfy the ambition, or to fill the idea, of an immortal soul.

2. Yet when that flood in its own depth was drown'd,
It left behind it false and slipp'ry ground.

3. That man is not qualified for a bust, who has not a good deal of wit and vivacity, even in the ridiculous side of his character.

4. And, in the lowest deep, a lower deep
Still threat'ning to devour me, opens wide.

5. No less than two hundred scholars have been educated in that school.

6. The attempt, however laudable, was found to be impracticable.

7. He is our mutual benefactor, and deserves our respect and obedience.

8. Vivacity is often promoted by presenting a sensible object to the mind, instead of an intelligible one.

9. The house is a cold one, for it has a north exposition.

10. The proposition for each of us to relinquish something was complied with, and produced a cordial reconciliation.

11. It is difficult for him to speak three sentences together.

12. The negligence of timely precaution was the cause of this great loss.

13. Disputing should be always so managed, as to remember the only end of it is truth.

14. We have enlarged our family and expenses, and increased our garden and fruit orchard.

15. By proper reflection, we may be taught to mind what is erroneous and defective.

16. The good man is not overcome by disappointment, when that which is mortal passes away, when that which is mutable dies, and when that which he knew to be transient begins to change.

SECTION III.

PRECISION OF STYLE.

PRECISION of style consists in using such words only, as are necessary to express distinctly the ideas which we mean to convey.

To attain precision of style, avoid—I. Superfluous expressions;—II. Tautology, or the unnecessary repetition of a word or an idea in the same sentence;—

III. The improper use of words, which, though commonly employed as synonymous, are really different in signification.

EXERCISES.

I. Omit the superfluous expressions in the following sentences :—

1. This great politician desisted from, and renounced his designs, when he found them impracticable.

2. Though raised to an exalted station, she was a pattern of piety, virtue, and religion.

3. The human body may be divided into the head, trunk, limbs, and vitals.

4. His end soon approached, and he died with great courage and fortitude.

5. Poverty induces and cherishes dependence; and dependence strengthens and increases corruption.

6. There can be no regularity or order in the life and conduct of that man, who does not give and allot a due share of his time to retirement and reflection.

7. His cheerful, happy temper, remote from discontent, keeps up a kind of daylight in his mind, excludes every gloomy prospect, and fills it with a steady and perpetual serenity.

II. Correct the tautology in the following sentences :—

1. The first day was spent in forming rules of order, and the second day was spent in presenting resolutions.

2. The birds were clad in their brightest plumage, and the trees were clad in their richest verdure.

3. The occurrence which the sentinel told the sergeant, he told the captain, who told it to the general.

4. Notwithstanding the rapidity with which time passes, men pass their lives in trifles and follies; although reason and religion declare, that not a moment should pass without bringing something to pass.

5. He used to use many expressions not usually used, and which are not generally in use.

6. The writing which mankind first wrote, was first written on tables of stone.

7. Our expectations are frequently disappointed, because we

expect greater happiness from the future, than experience authorizes us to expect.

8. No learning that we have learned, is generally so dearly bought, or so valuable when it is bought, as that which we have learned in the school of experience.

9. The brightness of prosperity, shining on the anticipations of futurity, casts the shadows of adversity into the shade, and causes the prospects of the future to look bright.

III. Correct the following errors in the use of words commonly employed as synonymous :—

1. Would you say that he is trust-worthy, who has abandoned his friends, relinquished all hope of regaining their esteem, and forsaken even the pretension of being called an honest man ?

2. The secretary left the place of trust he held under government, gave up his party, quitted his parents in affliction, and deserted the kingdom for ever.

3. I detest being in debt ; I abhor treachery.

4. The king is happy who is served by an industrious minister, ever active to promote his country's welfare, nor less sedulous to obtain intelligence of what is passing at other courts, than diligent to relieve the cares of his royal master, and assiduous to study the surest methods of extending the commerce of the empire abroad, while he lessens all burdens upon the subjects at home.

5. A patriot acknowledges his opposition to a corrupt ministry, and is applauded ; a gentleman confesses his mistake, and is forgiven ; a prisoner avows the crime of which he stands accused, and is punished.

6. A hermit is severe in his life ; a casuist rigorous in his application of religion or law ; a judge austere in his sentences.

7. Buchanan's history is genuine ; but there are some doubts regarding the authenticity of Ossian's Poems.

8. The earl, being a man of extensive abilities, stored his mind with a variety of ideas ; which circumstance contributed to the successful exertion of his vigorous capacity.

9. By the habit of walking often in the streets, one acquires a custom of idleness.

10. Philip found an obstacle to managing the Athenians, on account of their natural dispositions ; but the eloquence of Demosthenes was the great difficulty in his designs.

11. He is master of a complete house, which has not one entire apartment.

12. An honest man will refrain from employing an ambiguous expression ; a confused man may often utter equivocal terms without design.

13. This man, on all occasions, treated his inferiors with great haughtiness and disdain.

14. Galileo discovered the telescope ; Harvey invented the circulation of the blood.

15. He is a child alone, having neither brother nor sister.

16. A man may be too vain to be proud.

17. The traveller observed the most striking objects he saw ; the general remarked all the motions of the enemy.

18. I am amazed at what is new or unexpected ; confounded at what is vast or great ; surprised at what is incomprehensible ; astonished by what is shocking or terrible.

19. He died with violence ; for he was killed by a sword.

20. A prudent man employs the most proper means for success ; a wise man, the safest means to avoid being brought into danger.

SECTION IV.

CRITICAL EXAMINATION OF SENTENCES.

Write a critical examination of the following sentences, commenting particularly on the purity, propriety, and precision of the style:—

EXAMPLES.

1. "Man, considered in himself, is a very helpless, and a very wretched being."

This sentence exhibits a very correct choice of words for expressing the ideas which the author means to convey. The first word, "man," is an appellative for the human race, and is universally employed in this sense by the best authors. "Man considered in himself," signifies, man as existing by himself, and unconnected with his fellow-creatures. In this state, says the author, he is "a very helpless being." The term "helpless" denotes here, the want of power to succour himself : and surely it is evident that, if man were left to himself in infancy, he would perish ; and if he were altogether detached from society in manhood, he could not procure for himself either the necessaries or the comforts of life.

But man, "considered in himself," is not only a very helpless, but also "a very wretched being." The term "wretched" is generally used as synonymous with *unhappy* or *miserable*; but, in this passage, it is more expressive of the meaning of the author, than either of these words would have been. *Unhappy* denotes merely the uneasiness of a man, who may be happy if he pleases; as the discontented are unhappy, because they think others more prosperous than themselves. *Miserable* is applied to persons whose minds are tormented by the stings of conscience, agitated by the violence of passion, or harassed by worldly vexations; and, accordingly, we say that wicked men are miserable. But "wretched," derived from the Saxon word for an *exile*, signifies literally, *cast away* or *abandoned*. Hence appears the proper application of the word in this sentence: for man, if abandoned to himself, might indeed exist in a solitary state without being either unhappy or miserable, provided his bodily wants were supplied; though he certainly would be a very "wretched" being, when deprived of all the comforts of social life, and all the endearments of friends and kindred.

2. "Education is the most excellent endowment, as it enlarges the mind, promotes its powers, and renders man estimable in the eyes of society."

This sentence, though it contains many pompous words, is a very remarkable example of the want of propriety in style. Education is not an "endowment;" for an endowment is a natural gift, as taste or imagination. Education does not "enlarge" the "mind;" though it may, in a figurative sense, enlarge its capacities. Education cannot "promote" the mental "powers" themselves; but it may promote their improvement. Neither does it follow, that, because a man has improved his mind by education, he is on that account "estimable;" for esteem is produced only by intrinsic worth; but a man may be rendered more respectable by a good education. The sentiment which the author intended to convey should have been expressed thus: "Education is the most excellent attainment, as it enlarges the capacities of the mind, promotes their improvement, and renders a man respectable in the eyes of society."

EXERCISES.

1. The great end of prudence is to give cheerfulness to those hours, which splendour cannot yield, and acclamation cannot exhilarate.

2. To dread no eye, and to suspect no tongue, is the great prerogative of innocence; an exemption granted only to invariable virtue.

3. Arbitrary power I look upon as a greater evil than anarchy itself, as much as a savage is in a happier state than a slave at the oar.

4. Whoever is in the least acquainted with Grecian history must know that their legislator, by the severity of his institutions, formed the Spartans into a robust, hardy, valiant nation, made for war.*

SECTION V.

CLEARNESS IN THE STRUCTURE OF SENTENCES.

CLEARNESS in the structure of sentences consists in a perspicuous arrangement of the words and members.

To attain clearness of style, avoid ambiguity—I. In the position of adverbs;—II. In the position of clauses and circumstances;—III. In the position or the too frequent repetition of pronouns.

EXERCISES.

I. Correct the errors in the position of adverbs, in the following sentences:—

1. The works of art receive a great advantage from the resemblance which they have to those of nature, because here the similitude is not only pleasant, but the pattern is perfect.

2. By doing the same thing, it often becomes habitual.

3. Not to exasperate him, I only spoke a few words.

4. Sixtus the Fourth was, if I mistake not, a great collector of books at least.

5. We do those things frequently, which we repent of afterwards.

* These examples and exercises, and those which follow under Section IX., have been introduced, to show how the Teacher may best lead his Pupils to attend minutely to style, whether for the purpose of acquiring what is excellent, or avoiding what is faulty. He may prescribe similar exercises, when suitable passages occur in the books which his Pupils are perusing.

6. Raised to greatness without merit, he employed his power for the gratification solely of his passions.

7. I was engaged formerly in that business, but I never shall be again concerned in it.

8. By greatness, I do not only mean the bulk of any single object, but the largeness of a whole view.

9. If Louis XIV. was not the greatest king, he was the best actor of majesty, at least, that ever filled a throne.

II. Correct the errors in the position of clauses and circumstances, in the following sentences :—

1. I have settled the meaning of those pleasures of the imagination, which are the subject of my present undertaking, by way of introduction, in this paper ; and endeavoured to recommend the pursuit of those pleasures to my readers, by several considerations : I shall examine the several sources whence these pleasures are derived, in the next paper.

2. Fields of corn form a pleasant prospect ; and if the walks were a little taken care of that lie between them, they would display neatness, regularity, and elegance.

3. I have confined myself to those methods for the advancement of piety, which are in the power of a prince, limited like ours, by a strict execution of the laws.

4. This morning, when one of the gay females was looking over some hoods and ribands, brought by her tirewoman, with great care and diligence, I employed no less in examining the box which contained them.

5. Since it is necessary that there should be a perpetual intercourse of buying and selling, and dealing upon credit, where fraud is permitted or connived at, or has no law to punish it, the honest dealer is often undone, and the knave gets the advantage.

6. As the guilt of an officer will be greater than that of a common servant, if he prove negligent, so the reward of his fidelity will be proportionably greater.

7. Let the virtue of a definition be what it will, in the order of things, it seems rather to follow than to precede our inquiry, of which it ought to be considered as the result.

8. The knight, seeing his habitation reduced to so small a compass, and himself in a manner shut out of his own house, upon the death of his mother, ordered all the apartments to be flung open, and exorcised by the chaplain.

9. This work, in its full extent, being now afflicted with an

asthma, and finding the power of life gradually declining, he had no longer courage to undertake.

10. The witness had been ordered to withdraw from the bar, in consequence of being intoxicated, by the motion of an honourable member.

III. Correct the errors in the position or the too frequent repetition of pronouns, in the following sentences :—

1. These are the master's rules, who must be obeyed.

2. They attacked the Duke of Northumberland's house, whom they put to death.

3. It is true what he says, but it is not applicable to the point.

4. He was taking a view, from a window, of the cathedral of Litchfield, in which a party of the royalists had fortified themselves.

5. It is folly to pretend to arm ourselves against the accidents of life, by heaping up treasures, which nothing can protect us against, but the good providence of our Heavenly Father.

6. Thus I have fairly given you my opinion, as well as that of a great majority of both houses here, relating to this weighty affair, upon which I am confident you may securely reckon.

7. We nowhere meet with a more splendid or pleasing show in nature, than what appears in the heavens at the rising and setting of the sun, which is wholly made up of those different stains of light, that show themselves in clouds of a different situation.

8. From a habit of saving time and paper, which they acquired at the university, many write in so diminutive a manner, with such frequent blots and interlineations, that they are hardly able to go on without perpetual hesitation or extemporary expletives.

9. Lysias promised to his father never to abandon his friends.

10. They were summoned occasionally by their kings, when compelled by their wants and by their fears to have recourse to their aid.

11. Men look with an evil eye upon the good that is in others, and think that their reputation obscures them, and that their commendable qualities do stand in their light ; and therefore they do what they can to cast a cloud over them, that the bright shining of their virtues may not obscure them.

SECTION VI.

UNITY IN THE STRUCTURE OF SENTENCES.

Unity in the structure of a sentence consists in making one leading thought connect its different parts.

To attain unity in the structure of sentences, avoid—

I. Changing the scene or actor during the course of a sentence ;—II. Crowding into one sentence things which have so little connexion, that they may be divided into two or more sentences ;—III. All unnecessary parentheses ;—IV. Extending a sentence beyond what seems its natural close.

EXERCISES.

I. Correct the errors arising from the change of the scene or actor, in the following sentences :—

1. A short time after this injury, he came to himself ; and the next day they put him on board a ship, which conveyed him first to Corinth, and thence to the island of Ægina.

2. The Britons, daily harassed by cruel inroads from the Picts, were forced to call in the Saxons for their defence ; who consequently reduced the greater part of the island to their own power, drove the Britons into the most remote and mountainous parts ; and the rest of the country, in customs, religion, and languages, became wholly Saxon.

3. By eagerness of temper, and precipitancy of indulgence, men forfeit all the advantages which patience would have procured ; and, by these means, the opposite evils are incurred to their full extent.

4. All the precautions of prudence, moderation, and condescension, which Eumenes employed, were incapable of mollifying the hearts of these barbarians, and of extinguishing their jealousy ; and he must have renounced the virtue and merit which occasioned it, to have been capable of appeasing them.

5. He who performs every employment in its due place and season, suffers no part of time to escape without profit ; and thus his days become multiplied, and much of life is enjoyed in little space.

6. Desire of pleasure ushers in temptation, and the growth of disorderly passions is forwarded.

II. Correct such errors, in the following passages, as arise from crowding into one sentence things which have no intimate connexion :—

1. The notions of Lord Sunderland were always good ; but he was a man of great expense.

2. Cato died in the full vigour of life, under fifty ; he was naturally warm and affectionate in his temper ; comprehensive, impartial, and strongly possessed with the love of mankind.

3. In this uneasy state, both of his public and private life, Cicero was oppressed by a new and deep affliction, the death of his beloved daughter Tullia ; which happened soon after her divorce from Dolabella, whose manners and humours were entirely disagreeable to her.

4. The sun approaching melts the snow, and breaks the icy fetters of the main, when vast sea-monsters pierce through floating islands, with arms that can withstand the crystal rock ; whilst others, that of themselves seem great as islands, are by their bulk alone armed against all but man, whose superiority over creatures of such size and force, should make him mindful of his privilege of reason, and force him humbly to adore the great composer of these wondrous frames, and the author of his own superior wisdom.

5. I single him out among the moderns, because he had the foolish presumption to censure Tacitus, and to write history himself ; and your lordship will forgive this short excursion in honour of a favourite author.

6. Boast not thyself of to-morrow ; thou knowest not what a day may bring forth : and, for the same reason, despair not of to-morrow ; for it may bring forth good as well as evil ; which is a ground for not vexing thyself with imaginary fears ; for the impending black cloud, which is regarded with so much dread, may pass by harmless : or though it should discharge the storm, yet before it breaks, thou mayest be lodged in that lowly mansion which no storms ever touch.

III. Correct the errors in the use of parentheses, in the following sentences :—

1. Disappointments will often happen to the best and wisest men (not through any imprudence of theirs, nor even through the malice or ill design of others ; but merely in consequence of some of those cross incidents of life which could not be foreseen,) and sometimes to the wisest and best concerted plans.

2. Without some degree of patience exercised under injuries, (as offences and retaliations would succeed to one another in endless train,) human life would be rendered a state of perpetual hostility.

3. Never delay till to-morrow, (for to-morrow is not yours; and though you should live to enjoy it, you must not overload it with a burden not its own,) what reason and conscience tell you ought to be performed to-day.

4. We must not imagine that there is in true religion any thing which overcasts the mind with sullen gloom and melancholy austerity, (for false ideas may be entertained of religion, as false and imperfect conceptions of virtue have often prevailed in the world,) or which derogates from that esteem which men are generally disposed to yield to exemplary virtues.

5. It was an ancient tradition, that when the capitol was founded by one of the Roman kings, the god Terminus (who presided over boundaries, and was represented according to the fashion of that age by a large stone) alone, among all the inferior deities, refused to yield his place to Jupiter himself.

IV. Correct such errors, in the following passages, as arise from extending the sentences beyond what seems their natural close:—

1. Religious instruction could never be appointed to give such empty, insignificant delight as this: nor doth it in the least attain its proper end, unless it influences men to forget the preacher, and think of themselves; unless it raises in them, not a superficial complacency, or an idle admiration, but an awful solicitude about their eternal welfare, and that a durable one.

2. The first could not end his learned treatise without a panegyric on modern learning and knowledge in comparison of the ancient; and the other falls so grossly into the censure of the old poetry, and preference of the new, that I could not read either of these strains without indignation, which no quality among men is so apt to raise in me as sufficiency, the worst composition out of the pride and ignorance of mankind.

3. All the world acknowledges the *Æneid* to be most perfect in its kind; and, considering the disadvantage of the language, and the severity of the Roman Muse, the poem is still more wonderful; since, without the liberty of the Grecian poets, the diction is so great and noble, so clear, so forcible, and expressive, so chaste and

pure, that even all the strength and compass of the Greek tongue, joined to Homer's fire, cannot give us stronger and clearer ideas, than the great Virgil has set before our eyes; some few instances excepted, in which Homer, through the force of genius, has excelled.

4. Whether we may run such length, as to assert that every creature has some concern in every dispensation that happens, there is no occasion to examine; but our idea of infinite goodness warrants us to suppose, that the course of nature or fortune could not be altered in any particular, without a loss of happiness somewhere or other; and this supposition will necessarily infer an intercourse of interests between the known world and the unknown.

5. Here it was often found of absolute necessity to inflame or cool the passions of the audience; especially at Rome, where Tully spoke, and with whose writings young divines (I mean those among them who read old authors) are more conversant than with those of Demosthenes; who, by many degrees, excelled the other; at least as an orator.

SECTION VII.

STRENGTH IN THE STRUCTURE OF SENTENCES.

STRENGTH in the structure of a sentence consists in such a disposition of its several words and members, as may give each of them its due weight and force.

To attain strength in the structure of sentences—I. Divest them of all redundant words and members;—II. Attend particularly to the use of copulatives, relatives, and all the particles employed in transition and connexion;—III. Place the most important words in the situation, in which they will make the strongest impression;—IV. Avoid, as much as possible, placing a weaker assertion or proposition after a stronger one;—V. Never conclude a sentence with an inconsiderable word;—VI. In the members of a sentence where two objects are either compared or contrasted, preserve some resemblance in the language and construction.

EXERCISES.

I. Divest the following sentences of all redundant words and members :—

1. Suspend your censure so long, till your judgment on the subject can be wisely formed.

2. I look upon it as my duty, so far as I am enabled, and so long as I keep within the bounds of truth, of duty, and of decency.

3. How many are there by whom these tidings of good news were never heard !

4. He says nothing of it himself, and I am not disposed to travel into the regions of conjecture, but to relate a narrative of facts.

5. Never did Atticus succeed better in gaining the universal love and esteem of all men.

6. This is so clear a proposition, that I might rest the whole argument entirely upon it.

7. I intend to make use of these words in the thread of my following speculations, that the reader may conceive rightly what is the subject upon which I proceed.

8. These points have been illustrated in so plain and evident a manner, that the perusal of the book has given me pleasure and satisfaction.

9. I was much moved on this occasion, and went home full of a great many serious reflections.

10. This measure may afford some profit, and furnish some amusement.

11. Less capacity is required for this business, but more time is necessary.

12. The combatants encountered each other with such rage, that, being eager only to assail, and thoughtless of making any defence, they both fell dead upon the field together.

13. Thought and language act and react upon each other mutually.

14. It is impossible for us to behold the divine works with coldness or indifference, or to survey so many beauties, without a secret satisfaction and complacency.

15. Neither is there any condition of life more honourable in the sight of the Divine Being than another, otherwise he would be a respecter of persons, which he assures us he is not.

II. Correct such errors, in the following passages, as arise from the improper use of copulatives, relatives, and particles employed in transition and connexion :—

1. The enemy said, I will pursue, and I will overtake, and I will divide the spoil.

2. There is nothing which promotes knowledge more than steady application, and a habit of observation.

3. As the strength of our cause does not depend upon, so neither is it to be decided by, any critical points of history, chronology, or language.

4. The faith he professed, and which he became an apostle of, was not his invention.

5. Their idleness, and their luxury and pleasures, their criminal deeds, and their immoderate passions, and their timidity and baseness of mind, have dejected them to such a degree, as to make them weary of life.

6. For the wisest purposes, Providence has designed our state to be checkered with pleasure and pain. In this manner let us receive it, and make the best of what is appointed to be our lot.

7. In the time of prosperity, he had stored his mind with useful knowledge, with good principles, and virtuous dispositions. And therefore they remain entire, when the days of trouble come.

8. The academy set up by the cardinal to amuse the wits of that age and country, and divert them from raking into his politics and ministry, brought this into vogue ; and the French wits have for this last age been in a manner wholly turned to the refinement of their language, and indeed with such success, that it can hardly be excelled, and runs equally through their verse and their prose.

9. And then those who are of an inferior condition, that they labour and be diligent in the work of an honest calling, for this is privately good and profitable unto men, and to their families ; and those who are above this necessity, and are in a better capacity to maintain good works properly so called, works of piety, and charity, and justice, that they be careful to promote and advance them, according to their power and opportunity, because these things are publicly good and beneficial to mankind.

III. Correct such errors, in the following sentences, as arise from the improper position of the most important words :—

1. I have considered the subject with a good deal of attention, upon which I was desired to communicate my thoughts.

2. Whether a choice altogether unexceptionable, has in any country been made, seems doubtful.

3. The praise of judgment Virgil has justly contested with Homer, but his invention remains yet unrivalled.

4. Although persons of a virtuous and learned education may be, and often are, drawn by the temptations of youth, and the opportunities of a large fortune, into some irregularities, when they come forward into the great world, it is ever with reluctance and compunction of mind, because their bias to virtue still continues.

5. If, whilst they profess to please only, they advise and give instruction secretly, they may be esteemed the best and most honourable among authors, with justice perhaps now, as well as formerly.

6. Ambition creates seditions, wars, discord, and hatred.

7. Sloth pours upon us a deluge of crimes and evils, and saps the foundation of every virtue.

8. The ancient laws of Rome were so far from suffering a Roman citizen to be put to death, that they would not allow him to be bound, or even to be whipped.

9. Every one who puts on the appearance of goodness, is not good.

10. Let us employ our criticism on ourselves, instead of being critics on others.

11. This fallacious art debars us from enjoying life, instead of lengthening it.

12. How will that nobleman be able to conduct himself, when reduced to poverty, who was educated only to magnificence and pleasure?

13. When they fall into sudden difficulties, they are less perplexed than others in the like circumstances; and when they encounter dangers, they are less alarmed.

IV. Correct such errors, in the following sentences, as arise from placing weaker assertions or propositions after stronger ones:—

1. Charity breathes long suffering to enemies, courtesy to strangers, and habitual kindness to friends.

2. Gentleness ought to diffuse itself over our whole behaviour, to form our address, and to regulate our speech.

3. The propensity to look forward into life, is too often grossly abused, and immoderately indulged.

4. The regular tenor of a virtuous and pious life will prove the best preparation for immortality, old age, and death.

5. Sinful pleasures blast the opening prospects of human felicity, and degrade human honour.

6. In this state of mind, every employment of life becomes an oppressive burden, and every object appears gloomy.

7. They will acquire different views, by applying to the honourable discharge of the functions of their station, and entering on a virtuous course of action.

8. By the perpetual course of dissipation in which sensualists are engaged; by the riotous revel, and the midnight, or rather morning hours, to which they prolong their festivity; by the excesses which they indulge; they debilitate their bodies, cut themselves off from the comforts and duties of life, and wear out their spirits.

V. Correct such errors, in the following passages, as arise from concluding the sentences with inconsiderable words:—

1. May the happy message be applied to us, in all the virtue, strength, and comfort of it!

2. This agreement of mankind is not confined to taste solely.

3. Such a system may be established, but it will not be supported long.

4. The doctrine of the Trinity, is a mystery which we firmly believe the truth of, and humbly adore the depth of.

5. The country loses the expense of many of the richest persons or families at home, and large sums of money are carried abroad, which the great stock of rich native commodities can make the only amends for.

6. It is absurd to think of judging these poets by precepts which they did not attend to.

7. Shall the narrow-minded children of earth, absorbed in low pursuits, dare to treat as visionary, objects which they have never made themselves acquainted with?

8. In like manner, if a person in broad day-light were falling asleep, to introduce a sudden darkness would prevent his sleep for that time, though silence and darkness in themselves, and not suddenly introduced, are very favourable to it. This I knew only

by conjecture on the analogy of the senses, when I first digested these observations ; but I have since experienced it.

9. The general idea of good or bad fortune creates some concern for the person who has met with it ; but the general idea of provocation excites no sympathy with the anger of the man who has received it. Nature, it seems, teaches us to be more averse to enter into this passion, and, till informed of its cause, to be disposed rather to take part against it.

VI. Correct such errors, in the following sentences, as arise from not preserving some resemblance in the language and construction in the members, where two objects are either compared or contrasted :—

1. I have observed of late the style of some great ministers very much to exceed that of any other productions.

2. The old may inform the young ; and the young may animate those who are advanced in life.

3. Force was resisted by force, valour opposed by valour, and art encountered or eluded by similar address.

4. The laughers will be for those who have most wit ; the serious part of mankind for those who have most reason on their side.

5. There may remain a suspicion that we over-rate the greatness of his genius, in the same manner as bodies appear more gigantic on account of their being disproportioned and mis-shapen.

6. A friend exaggerates a man's virtues ; an enemy inflames his crimes.

7. The wise man is happy when he gains his own approbation ; the fool when he recommends himself to the applause of those about him.

8. He embraced the cause of liberty faintly, and pursued it without resolution : he grew tired of it, when he had much to hope ; and gave it up, when there was no ground for apprehension.

SECTION VIII.

HARMONY IN THE STRUCTURE OF SENTENCES.

HARMONY in the structure of a sentence consists in the smooth and easy flow of its words and members.

To attain harmony in the structure of sentences, pay particular attention both to the selection and to the arrangement of the words, preferring such as are free from harshness of sound, combining them in the way most agreeable to the ear, and taking care that the cadence or close be not abrupt or unmusical.

EXERCISES.

Correct such errors, in the following sentences, as arise from want of harmony in their structure:—

1. Sober-mindedness suits the present state of man.
2. As conventiclers, these people were seized and punished.
3. It belongs not to our humble and confined station to censure, but to adorn, submit, and trust.
4. Under all its labours, hope is the mind's solace ; and the situations which exclude it entirely are few.
5. The humbling of those that are mighty, and the precipitation of persons who are ambitious, from the towering height that they had gained, concern but little the bulk of men.
6. Tranquillity, regularity, and magnanimity, reside with the religious and resigned man.
7. Sloth, ease, success, naturally tend to beget vices and follies.
8. By a cheerful, even, and open temper, he conciliated general favour.
9. We reached the mansion before noon : it was a strong, grand, Gothic house.
10. By means of society, our wants come to be supplied, and our lives are rendered comfortable, as well as our capacities enlarged, and our virtuous affections called forth into their proper exercise.
11. Life cannot but prove vain to such persons as affect a disrelish of every pleasure, which is not both new and exquisite, measuring their enjoyments by fashion's standard, and not by what they feel themselves, and thinking that if others do not admire their state, they are miserable.
12. By experiencing distress, an arrogant insensibility of temper is most effectually corrected, from the remembrance of our own sufferings naturally prompting us to feel for others in their sufferings : and if Providence has favoured us so as not to make us subject in our own lot to much of this kind of discipline, we

should extract improvement from the lot of others that is harder ; and step aside sometimes from the flowing and smooth paths which it is permitted us to walk in, in order to view the toilsome march of our fellow-creatures through the thorny desert.

SECTION IX.

CRITICAL EXAMINATION OF SENTENCES (*continued.*)

Write a critical examination of the following passages, commenting particularly on the clearness, unity, strength, and harmony, in the structure of the sentences :—

EXAMPLES.

1. "If we consider the works of nature and of art, as they are qualified to entertain the imagination, we shall find the latter very defective in comparison of the former ; for, though they may sometimes appear as beautiful and strange, they can have nothing in them of that vastness and immensity, which afford so great an entertainment to the mind of a beholder."

In this sentence, the subject of discourse is the "works of nature and of art." These the author first considers together, and then draws a conclusion, that the latter are very inferior to the former. Having completed one distinct proposition, he should here have ended his first sentence. But, instead of doing so, he proceeds to the proofs of his conclusion ; and thus introduces another proposition, which, to preserve unity of thought, should have been stated in a sentence by itself. If the author had expressed himself in two sentences, rather than in one, we should have had a much clearer idea of the subject. Besides, by such a division, an improvement would have been made in the perspicuity of the language ; as it is not very obvious at first whether the pronoun "they" refers to the works of nature or of art.

2. "I can more readily admire the liberal spirit and integrity, than the sound judgment, of any man who prefers a republican form of government, in this or any other empire of equal extent, to a monarchy so qualified and limited as ours. I am convinced, that neither is it in theory the wisest system of government, nor at all practicable in this country. Yet, though I hope the English constitution will for ever preserve its monarchical form, I would have

an implicit submission to the laws only; and an affection to the magistrate, proportioned to the integrity and wisdom with which he distributes justice to his people, and administers their affairs."

In these sentences, every idea is expressed with the utmost brevity; every word is significant, and none is introduced but what is requisite to convey the meaning. The mind is entertained with some new thought in every member of the sentence; while the words employed are chosen with accuracy, and the ideas are expressed with decision. The style, indeed, is destitute of smoothness and elegance; but, as it was the intention of the author to convince the understanding, he has therefore adopted vigorous expressions and short sentences, which are best adapted to make a forcible impression on the mind.

EXERCISES.

1. The English are naturally fanciful, and very often disposed, by that gloominess and melancholy of temper which is so frequent in our nation, to many wild notions and visions, to which others are not so liable.

2. By soothing those inequalities, which the necessary differences of ranks and conditions has introduced into society, religion not only reconciles us to the highest eminences of life, but leads us to consider them as affording to the social world, that sublime contrast which the landscape derives from the diversity of hill and dale, and as sending down those streams of benignity which refresh and gladden the lower stations.

3. The usual acceptance takes profit and pleasure for two different things, and not only calls the followers or votaries of them by several names of busy and idle men, but distinguishes the faculties of the mind that are conversant about them, calling the operations of the first wisdom, and of the other wit, which is a Saxon word that is used to express what the Spaniards and Italians call *ingenio*, and the French *esprit*, both from the Latin; but I think wit more peculiarly signifies that of poetry, as may occur upon remarks on the Runic language.

4. There are few personages in history who have been more exposed to the censure of enemies, and the adulation of friends, than Queen Elizabeth; and yet there is scarcely any whose reputation has been more certainly determined by the unanimous consent of posterity. The unusual length of her administration, and the strong features of her character, were able to overcome all prejudices; and, obliging her detractors to abate much of their in-

vectives, and her admirers somewhat of their panegyrics, have at last, in spite of political factions, and what is more, of religious animosities, produced a uniform judgment with regard to her conduct.

II.—FIGURATIVE LANGUAGE.

THE LANGUAGE in which ideas are expressed may be either *plain* or *figurative*.

Language is said to be *plain*, when it is to be understood according to its literal and ordinary signification ; as, 'A good man enjoys comfort in the midst of adversity.'

Language is said to be *figurative*, when, either by the words employed, or by the peculiar manner of their application or arrangement, ideas are expressed with the addition of circumstances which render the impression more strong and vivid ; as, 'To the upright there ariseth light in darkness.'

Figures in language are divided into two kinds, *figures of words* or *tropes*, and *figures of thought*.

In *tropes*, the words are employed to signify something different from their original and ordinary meaning ; as, 'A clear head ;' 'A hard heart.'

In *figures of thought*, the words are used in their literal meaning, but are not applied or arranged in the ordinary manner ; as, 'Awake, O sword, against my shepherd.'

The figures of words and thought, which most frequently occur, are, *Metaphor*, *Comparison*, *Allegory*, *Personification*, *Apostrophe*, *Hyperbole*, *Antithesis*, and *Climax*.

SECTION I.

METAPHOR.

METAPHOR is a figure founded on the resemblance of two objects, the name and properties of the one being

ascribed to the other ; as, ‘ Thy *word* is a *lamp* unto my feet.’

The following rules ought to be observed in the use of metaphors :—

- I. Metaphors should be suited to the nature of the subject of which we treat, being neither too numerous, too gay, nor too elevated.
- II. Metaphors should never be drawn from objects which are mean or disagreeable.
- III. Metaphors should be founded on points of resemblance, which are neither far-fetched, nor difficult to be discovered.
- IV. Metaphors should be expressed in simple and appropriate language.
- V. Metaphors should not be mixed together in the same sentence, nor crowded on the same object.
- VI. Metaphorical and plain language should not be so interwoven, that part of a sentence must be understood figuratively, and part literally.
- VII. Metaphors should not be too far pursued.

Express the following ideas in metaphorical language :—

EXAMPLE.

It was now growing dark, and objects could not be distinctly seen in the twilight.

*Now came still ev'ning on, and twilight grey
Had in her sober liv'ry all things clad.*

EXERCISES.

1. The water of the lake was without motion.
2. He could not be seen on account of the darkness of the night.
3. The grass grows in the meadows in spring, and summer soon succeeds.

4. There are scenes in nature, which are pleasant when we are sad, as well as when we are cheerful.

5. The number of people who are alive, is small compared with those who have died.

6. Wise men may suffer hardships in the present world, and foolish persons must find trouble.

7. Perfect taste knows how to unite nature with art, without destroying the simplicity of nature in the connexion.

SECTION II.

COMPARISON.

COMPARISON, or Simile, is a figure founded on the resemblance of two objects, the one being likened to the other; as, 'The *actions* of princes are like those great *rivers*, the course of which every one beholds, but the springs of which have been seen by few.'

The following rules ought to be observed in the use of comparison:—

- I. Comparisons should not be drawn between objects, the resemblance of which to one another is either too near and obvious, or too remote and faint.
- II. Comparisons should not be drawn from images which are disagreeable, or profane.
- III. Comparisons, when used for the purpose of illustration, should be taken from objects better known than those to be explained.
- IV. Comparisons, when used for embellishment, should be drawn from objects that are important and dignified.

Find comparisons for the following objects:—

EXAMPLE.

A troubled conscience.

A troubled conscience *is like the ocean when ruffled by a storm.*

EXERCISES.

1. A virtuous man slandered by evil tongues.
2. Mournful yet pleasant music.
3. An elevated genius employed in little things.
4. Hope and fear alternately swaying the mind.
5. He who has no opinion of his own, and the man of decision.
6. A mind formerly settled in its principles, disturbed by doubt.
7. The death of the virtuous man.

SECTION III.

ALLEGORY.

ALLEGORY is a figure founded on resemblance, one subject being represented by another analogous to it ; as in the following passage from the 80th Psalm, in which the people of Israel are represented under the image of a vine :—

‘ Thou hast brought a vine out of Egypt ; thou hast cast out the heathen, and planted it. Thou preparedst room before it, and didst cause it to take deep root, and it filled the land. The hills were covered with the shadow of it, and the boughs thereof were like the goodly cedars. She sent out her boughs unto the sea, and her branches unto the river. Why hast thou then broken down her hedges, so that all which pass by the way do pluck her ? The boar out of the wood doth waste it, and the wild beast of the field doth devour it. Return, we beseech thee, O God of hosts ; look down from heaven, and behold, and visit this vine.’

The principal rule to be observed in conducting an allegory, is, that the figurative and literal meaning be not inconsistently mingled.

Represent the following subjects by allegories :—

EXAMPLE.

Luxury and Avarice.

There were two very powerful tyrants engaged in perpetual war against each other, one of whom was named *Luxury*, and the other

Avarice. The aim of each was nothing less than universal monarchy over the hearts of mankind. Luxury was entirely guided by the advice of Plenty; Avarice conducted himself by the counsels of Poverty. While these two great rivals were contending for empire, their conquests were very various. Luxury got possession of one heart, and Avarice of another. The father of a family would often range himself under the banners of Avarice, and the son under those of Luxury. The wife and husband would frequently declare themselves on opposite sides; nay, the very same person would sometimes join with the one in his youth, and revolt to the other in his old age. The wise men of the world, indeed, took part with neither; but, alas! their numbers were not considerable. At length, when the two potentates had wearied themselves with waging war upon one another, they held a private interview, at which they agreed upon this preliminary to an accommodation, that each of them should immediately dismiss his privy counsellor. When things were thus far adjusted towards a peace, all other differences were easily settled; insomuch, that for the future they resolved to live as good friends and confederates. For this reason, we now find Luxury and Avarice generally taking possession of the same heart.

EXERCISES.

1. Truth and Falsehood.
2. Diligence and Idleness.
3. Prudence saves from many a misfortune; Pride causes many.
4. Modesty and Assurance.
5. Emulation and Envy.
6. Virtue is to be attained only by labour, difficulty, and wise counsel.
7. Human life a voyage.

SECTION IV.

PERSONIFICATION.

PERSONIFICATION, or *Prosopopœia*, is that figure by which life and action are attributed to inanimate objects; as, 'What ailed thee, O thou sea, that thou fleddest?'

There are three degrees in personification, namely,—

- I. When some of the properties or qualities of living

creatures are ascribed to inanimate objects ;
as, 'The *thirsty* ground ;' 'The *angry* ocean.'

II. When inanimate objects are represented as acting like living creatures ; as, 'The mountains *skipped* like rams, and the little hills like lambs.'

III. When inanimate objects are represented either as speaking to us, or as listening when we address them ; as,

' Ask we for flocks these shingles dry,
And well the mountain might reply,
' To you, as to your sires of yore,
Belong the target and claymore.' '

' Ye hills and dales, ye rivers, woods, and plains,
Tell, if ye saw, how came I thus, how here ?'

The principal rule to be observed in the use of this figure, is, that we should not deck the objects personified with fantastic and trifling circumstances.

I. Personify the following subjects in the first degree :—

EXAMPLES.

Waves ; rain.

The *hungry* waves ; the *joyous* rain.

EXERCISES.

1. A brook ; a waterfall ; the wind ; a tempest ; time ; fortune ; adversity.

2. The earth ; the woods ; the mountains ; the sun ; the moon ; the stars ; science ; art ; industry.

3. Spring ; summer ; autumn ; winter ; heat ; fire ; an earthquake ; cold ; snow ; hail ; frost ; ice.

4. Idleness ; mirth ; folly ; intemperance ; pleasure ; pain ; disease ; death ; the grave ; charity ; hope ; faith ; joy.

II. Personify the following subjects in the second degree :—

EXAMPLE.

He drew his sword.

The sword *leapt* from its scabbard.

EXERCISES.

1. He is asleep.
2. The fire has been extinguished.
3. The shadows caused by night pass away.
4. The air is so soft that we are induced to take a walk.
5. The sun cannot be seen through the clouds.
6. He who is pleased with natural scenery, can find instruction and entertainment in every object which he sees.

III. Personify the following subjects in the third degree :—

EXAMPLE.

Contentment.

Contentment ! thou parent of felicity ! thou faithful companion of hope ! if thou shouldst take up thine abode in my bosom, in vain may fortune wreck me on inhospitable shores.

EXERCISES.

1. Hope.
2. Peace.
3. Light.

4. Pity.
5. Sleep.
6. Eternity.

SECTION V.

APOSTROPHE.

APOSTROPHE is that figure by which we turn from the subject, and address the absent or dead, as if they were present or alive, and were listening to us ; as in the following passage :—

‘ And the king was much moved, and went up to the chamber over the gate, and wept ; and as he went, thus he said, O my son Absalom ! my son, my son Absalom ! would God I had died for thee, O Absalom, my son, my son !’

The principal rule to be observed in the use of apostrophe, is, that it should not be loaded with studied ornament, nor extended too far.

Introduce apostrophe into the following passages :—

EXAMPLE.

I knew him, Horatio ; a fellow of infinite jest, of most excellent fancy ; he hath borne me on his back a thousand times. Here hung those lips that I have kissed I know not how oft. Where be his gibes now ? his gambols ? his songs ? his flashes of merriment, that were wont to set the table in a roar ?

I knew him, Horatio ; a fellow of infinite jest, of most excellent fancy : he hath borne me on his back a thousand times. Here hung those lips that I have kissed I know not how oft. Where be *your* gibes now ? *your* gambols ? *your* songs ? *your* flashes of merriment, that were wont to set the table in a roar ?

EXERCISES.

1. I cannot but imagine the virtuous heroes, legislators, and patriots of every age and country, are bending from their elevated seats to witness this contest, as if they were incapable, till it be brought to a favourable issue, of enjoying their eternal repose. Let these illustrious immortals enjoy that repose ! Their mantle fell when they ascended ; and thousands, inflamed with their spirit, and impatient to tread in their steps, are ready to swear by Him that sitteth upon the throne and liveth for ever and ever, that they will protect Freedom in her last asylum, and never desert that cause, which they sustained by their labours, and cemented with their blood.

2. Strike the harp in praise of Bragela, whom I left in the isle of mist, the spouse of my love. Doth she raise her fair face from the rock to find the sails of Cuchullin ? The sea is rolling far distant, and its white foam will deceive her for my sails. My love will retire, for it is night, and the dark wind sighs in her hair. She will retire to the hall of my feasts, and think of the times that are past ; for I will not return till the storm of war is gone.

3. Thus passes the world away. Throughout all ranks and conditions, 'one generation passeth, and another generation cometh ;' and this great inn is by turns evacuated and replenished by troops of succeeding pilgrims. The world is vain and inconstant. Life is fleeting and transient. When will the sons of men learn to think of it as they ought ? When will they learn humanity from the afflictions of their brethren ; or moderation and wisdom, from the sense of their own fugitive state ?

SECTION VI.

HYPERBOLE.

HYPERBOLE, or **Exaggeration**, is that figure by which an object is magnified or diminished beyond its natural bounds; as, 'I will make thy seed as the dust of the earth; so that if a man can number the dust of the earth, then shall thy seed also be numbered;' 'He possessed a field of smaller extent than a Lacedæmonian letter.'

The following rules ought to be observed in the use of hyperbole:—

- I. A hyperbole should never be introduced in the description of any thing ordinary and familiar.
- II. A hyperbole cannot be introduced with propriety till the mind of the reader is duly prepared.
- III. A hyperbole should be comprehended in as few words as possible.

Represent the following subjects by hyperbole:—

EXAMPLE.

An interesting and impressive speech.

His speech was so deeply interesting and impressive, that the very walls listened to his arguments, and were moved by his eloquence.

EXERCISES.

1. The brightness of a lighted room.
2. The splendour of a dress ornamented with jewels.
3. The number of persons in a crowd.
4. The quantity of rain which falls in a shower.
5. The thirst of an individual by the quantity of liquid he consumes.
6. The size of a country by the rising and setting of the sun.
7. The affliction caused by the death of a distinguished individual.

SECTION VII.

ANTITHESIS.

ANTITHESIS, or Contrast, is a figure of arrangement, by which two objects or sentiments are represented in opposition ; as, ‘ If you regulate your desires according to the standard of nature, you will never be poor ; if according to the standard of opinion, you will never be rich.’

The principal rule to be observed in the use of antithesis, is, that it should be introduced sparingly, and only when the points of contrast are obvious and natural.

Represent the following subjects in antithesis :—

EXAMPLE.

A wise man and a fool.

A wise man endeavours to shine in himself ; a fool to outshine others. The former is humbled by the sense of his own infirmities ; the latter is lifted up by the discovery of those which he observes in others. The wise man considers what he wants ; and the fool what he abounds in. The wise man is happy when he gains his own approbation ; and the fool when he recommends himself to the applause of those about him.

EXERCISES.

1. Pride and humility.
2. Temperance and exercise.
3. Cheerfulness and mirth.
4. Discretion and cunning.
5. True modesty and false.
6. True honour and religion.

SECTION VIII.

CLIMAX.

CLIMAX is a figure of arrangement, by which every succeeding object or circumstance is made to rise above

that which preceded ; as, ' It is highly criminal to bind a Roman citizen ; to scourge him is enormous guilt ; to kill him is almost parricide ; but by what name shall I designate the crucifying of him ? '

Arrange the members in each of the following passages so as to form a climax :—

EXAMPLE.

What a piece of work is man ! in action how like an angel ! how noble in reason ! in apprehension how like a god ! how infinite in faculties ! in form and motion how expressive and admirable !

What a piece of work is man ! how noble in reason ! how infinite in faculties ! in form and motion how expressive and admirable ! in action how like an angel ! in apprehension how like a god !

EXERCISES.

1. Nothing can be more worthy of us, than to contribute to the happiness of those who have been once useful, and are still willing to be so ; to be a staff to their declining days ; to make the winter of old age wear the aspect of spring ; to allow them not to feel the want of such enjoyments as they are now unable to procure ; and to smooth the furrows in the faded cheek.

2. The history of every succeeding generation is this. New objects attract the attention ; new intrigues engage the passions of men ; new actors come forth on the stage of the world ; a new world, in short, in the course of a few years, has gradually and insensibly risen around us ; new ministers fill the temples of religion ; new members the seats of justice.

3. It is pleasant to command our appetites and passions, and to keep them in due order, within the bounds of reason and religion, because that is empire ; it is pleasant to mortify and subdue our lusts, because that is victory ; it is pleasant to be virtuous and good, because that is to excel many others ; it is pleasant to grow better, because that is to excel ourselves.

SECTION IX.

ERRORS IN THE USE OF FIGURATIVE LANGUAGE.

Correct the following errors in the use of figurative language :—

1. No human happiness is so serene as not to contain any alloy.
 2. Hope, the balm of life, darts a ray of light through the thickest gloom.

3. There is a time when factions, by the vehemence of their own fermentation, stun and disable one another.

4. Let us be attentive to keep our mouths as with a bridle; and to steer our vessel aright, that we may avoid the rocks and shoals which lie every where around us.

5. I can never enough admire the sagacity of this country for the encouragement given to the professors of physic. With what indulgence does she foster up those of her own growth, and kindly cherish those that come from abroad! Like a skilful gardener, she invites them from every foreign climate to herself.

6. In this our day of proof, our land of hope,
 The good man has his clouds that intervene;
 Clouds that may dim his sublunary day,
 But cannot conquer: even the best must own,
 Patience and resignation are the columns
 Of human peace on earth.

7. The bill underwent a great number of alterations and amendments, which were not effected without violent contest. At length, however, it was floated through both houses, on the tide of a great majority, and steered into the safe harbour of royal approbation.

8. Since the time that reason began to bud, and put forth her shoots, thought, during our waking hours, has been active in every breast, without a moment's suspension or pause. The current of ideas has been always moving. The wheels of the spiritual engine have exerted themselves with perpetual motion.

9. The man who has no rule over his own spirit, possesses no antidote against poisons of any sort. He lies open to every insurrection of ill humour, and every gale of distress. Whereas he who is employed in regulating his mind, is making provision against all the accidents of life. He is erecting a fortress, into which, in the day of sorrow, he can retreat with satisfaction.

10. A great eastern conqueror wrote, in the following terms, to a prince whose dominions he was about to invade:—"Where is the monarch who dares resist us? Where is the potentate who does not glory in being numbered among our attendants? As for thee, descended from a sailor, since the vessel of thy unbounded ambition has been wrecked in the gulf of thy self-love, it would be proper that thou shouldst take in the sails of thy temerity, and cast

the anchor of repentance in the port of sincerity and justice, which is the port of safety ; lest the tempest of our vengeance make thee perish in the sea of the punishment thou deservest."

SECTION X.

CRITICAL EXAMINATION OF PASSAGES.

Write a critical examination of the following passages, commenting particularly on the figures of speech and thought:—

EXAMPLE.

1. " Things light or lovely in their acted time,
But now to stern reflection each a crime ;
The withering sense of evil unreveal'd,
Not cankering less, because the more conceal'd ;
All, in a word, from which all eyes must start,
That opening sepulchre, the naked heart,
Bares with its buried woes."

In this passage the poet describes figuratively the agitation of the mind, when suffering the pangs of remorse. He represents its feelings under the metaphor of a wasting disease, which withers and corrodes the frame, till it extinguishes life, and reduces its victim to a putrid corpse, from which the spectator starts back with horror. In like manner, the agonizing reflections of a guilty conscience distract the soul to such a degree, that the wicked man is forced to disclose the evil deeds which he has committed ; whereby he is rendered a much more disgusting object, than a dead body that must be consigned to the sepulchre.

2. " Sir, he may live ;
I saw him beat the surges under him,
And ride upon their backs ; he trode the water,
Whose enmity he flung aside, and breasted
The surge most swoll'n that met him."

In this description, a most incredible hyperbole is introduced. How is it possible for a person to ride upon the back of a wave, or tread water under his feet ? What kind of enmity can surges have, and how can a person fling it from him ? The incongruity of this figure shows that hyperboles should never be used, unless they are suitable to the subject which they are intended to illustrate.

1. There is a tide in the affairs of men,
Which, taken at the full, leads on to fortune;
Omitted, all the voyage of this life
Is bound in shallows and in miseries.

3. There is a joy in grief, when peace dwells with the sorrowful. But they are wasted with mourning, O daughter of Toscar, and their days are few. They fall away like the flower on which the sun looks in his strength, after the mildew has passed over it, and its head is heavy with the drops of night.

5. As from some rocky cliff the shepherd sees
Clust'ring in heaps on heaps the driving bees,
Rolling and black'ning, swarms succeeding swarms,
With deeper murmurs and more hoarse alarms ;
Dusky they spread a close-embod' d crowd,
And o'er the vale descends the living cloud.
Lo, from the tents and ships, a length'ning train
Spreads all the beach, and wide o'ershades the plain ;
Along the region runs a deaf'ning sound ;
Beneath their footsteps groans the trembling ground.

6. **A very shower**
Of beauty is thy earthly dower !
 Twice seven consenting years have shed
 Their utmost bounty on thy head :
 And these gray rocks, this household lawn,
 These trees, a veil just half withdrawn,

This little bay, a quiet road
That holds in shelter thy abode ;
In truth, together you do seem
Like something fashion'd in a dream.*

PART III.

ORIGINAL COMPOSITION.

THE various kinds of ORIGINAL COMPOSITION, in which the preceding Rules and Exercises may be practised, are *Narrative, Descriptive, and Miscellaneous Essays*.†

SECTION I.

NARRATIVE ESSAYS.

NARRATIVE ESSAYS relate events, which should be recorded in the order of time ; and facts, which should be mentioned in the order of place.

Write narrative essays from the following detached sentences :—

EXAMPLE.

Cincinnatus.

Cincinnatus was chosen consul.

He had for some time lived in retirement, cultivating a small farm.

He regretted that his assistance should be required.

He resolved to side with neither the patrician nor the plebeian faction.

Having restored tranquillity, he returned home.

* The Teacher should direct the attention of his Pupils to the figures which occur in the course of their ordinary reading, and occasionally prescribe Exercises upon them after the manner of the above.

† The Teacher may occasionally vary the Exercises in Original Composition, by making his Pupils write them in the form of LETTERS, which ought to be composed in a more easy and familiar style than regular Essays.

An assembly having been appointed for choosing another consul, the senate fixed upon Quintius Cincinnatus. This noble Roman had, for some time, given up all views of ambition, and retired to a little farm, where the deputies of the senate found him holding the plough, and dressed in the humble attire of a labouring husbandman. Preferring the charms of country retirement to the fatiguing splendours of office, he appeared but little elevated by the dignity which was offered to him, and rather testified a concern that his aid should be wanted. Having taken a tender leave of his wife, he departed for the city, where he found the two parties violently inflamed against each other. The new consul, however, resolved to side with neither; but, by a strict attention to the interests of his country, instead of gaining the confidence of faction, endeavoured to secure the esteem of all. By his moderation, humanity, and justice, he at length restored to the people that tranquillity, which he so much loved himself; when he again renounced the splendours of ambition, and returned with increasing relish to the enjoyment of his farm.

EXERCISES.

1. Cincinnatus was chosen dictator.

He was the only person on whom his countrymen could depend.

As before, he was found labouring in his field.

He was astonished, but not elated, by the unbounded power offered to him.

He nominated Tarquinius, another poor man, his master of the horse.

Cincinnatus delivered his country, and resigned the dictatorship in fourteen days.

He was content with temperance and fame.

2. The city of Falerii was besieged by Camillus, general of the Romans.

A schoolmaster decoyed the children of the principal citizens into the Roman camp.

He told Camillus that the possession of these children would soon make the citizens surrender.

Camillus replied, that the Romans loved courage, but hated treachery.

He ordered the schoolmaster to be whipt into the city by the boys.

The citizens immediately submitted to the Romans.

3. The city of Troy was taken by the Greeks.
The conquerors permitted every free citizen to choose any one thing which he valued most.

Æneas carried away his household gods.

The Greeks gave him permission to take what he valued next.
He raised his aged father upon his shoulders.

The Greeks then gave him leave to carry away all his property.

4. Damon was condemned to death by the tyrant Dionysius.

He was permitted to go home to settle his affairs.

Pythias offered to submit to death if his friend did not return.

The tyrant blamed Pythias for his foolish confidence.

At the very hour Damon arrived.

Dionysius pardoned Damon, and begged to be honoured with the friendship of two such worthy men.

5. Calais revolted from the English, and was retaken by Edward III.

In revenge for their treachery, he ordered them to choose six citizens to be put to death.

While all were struck with horror at this sentence, Eustace de St Pierre offered himself for one.

Five more soon joined him; and they came with halters about their necks to Edward.

He ordered them to be executed; but his queen pleaded so powerfully for them, that he pardoned them.

The queen not only entertained them sumptuously in her own tent, but sent them back loaded with presents.

6. David was born at Bethlehem.

He was sent to the camp to inquire for his brothers.

He was provoked to hear the Israelites challenged by Goliath.

He slew their champion with a stone thrown from a sling, and the Philistines fled.*

SECTION II.

DESCRIPTIVE ESSAYS.

DESCRIPTIVE ESSAYS give an account of persons, animals, places, objects, &c.

* The Teacher can be at no loss for additional subjects of Narrative Essays. After his Pupils have had some practice in original composition, he may discontinue giving them detached sentences, especially when the narratives are taken from Scripture history.

Write descriptive essays on the following subjects :—

EXAMPLE.

Nice.

A description of Nice ; the extent of the city and county ; the situation of the city ; its appearance and fortifications ; scenery and productions of the adjacent country.

I am at last settled at Nice, and have leisure to give you some account of this very remarkable place. The county of Nice extends about eighty miles in length, and in some places it is thirty miles broad. The length of the city does not exceed two miles, nor is the breadth of it, in any part, above one. It is bounded by the Mediterranean on the south, and wedged in between a steep rock and the little river Paglion, which descends from the mountains, and washing the town walls on the west side, falls into the sea, after having filled some canals for the use of the inhabitants. The city of Nice is built in the form of a triangle, the base of which is towards the sea. On the west side, it is surrounded by a wall and rampart ; on the east, it is overhung by a rock, with the ruins of an old castle, which, before the invention of artillery, was reckoned impregnable. When I stand upon the rampart and look around me, I can scarcely help thinking myself enchanted. The small extent of country which I see, is cultivated like a garden. Indeed, the plain presents nothing but gardens, full of green trees loaded with oranges, lemons, citrons, and bergamots, which make a delightful appearance.

EXERCISES.

1. The apostle Paul ; his birthplace ; by whom educated ; in the opinions of what sect ; on what occasion first mentioned in Scripture ; for what then remarkable ; his conversion ; subsequent history ; for what distinguished.

2. Julius Caesar ; his family ; his great rival ; his conquests ; his great power ; his death and character.

3. Jerusalem ; its situation ; remarkable localities in the city and neighbourhood ; when first mentioned in history ; to whom originally belonged ; when the citadel taken by the Israelites ; by whom made the capital ; the most famous of its public buildings ; how many times taken and plundered ; the most remarkable events in its history ; by whom destroyed ; by whom rebuilt ; present state.

4. Rome; by whom founded; on what built; most famous public buildings mentioned in history; extent and population in the time of Augustus; present state.

5. The elephant; where found; size; appearance; food; habits; utility.

6. The seasons; appearances of nature; operations; amusements, &c., at the different periods of the year.*

SECTION III.

MISCELLANEOUS ESSAYS.

MISCELLANEOUS ESSAYS may treat of any subject which is interesting or instructive.

Write miscellaneous essays from the following heads:—

EXAMPLE.

On Amusement.

I. It is a great mistake to suppose that amusement should form the business of life.

II. The original meaning of the terms amusement, relaxation, and recreation, may convince us of this.

III. That which is made the business of life ceases to be amusement.

IV. Rich and poor must be employed, or be unhappy.

I. It is very often taken for granted by young people, that amusement is the principal object of life; and this opinion is frequently carried to so great an excess, that pleasure seems to be the ruling principle which directs all their thoughts, words, and actions, and which makes the serious duties of life heavy and disgusting. Such an opinion, however, is no less absurd than unhappy, as may

* As recommended in the preceding note, the Teacher may discontinue giving hints, when his Pupils have had some practice in writing Descriptive Essays. When they have a competent knowledge of geography and local history, narration and description may be combined by making them write imaginary excursions, travels, &c., either in the form of Essays, Letters, or Journals.

be shown by taking the other side of the question, and proving that there is no real enjoyment without labour.

II. The words commonly used as synonymous with amusement, are relaxation and recreation ; and the precise meaning of these words may help us to take a correct view of this subject. Amusement signifies an occasional forsaking of the muses, or the laying aside of our books when we are weary with study. The idea of relaxation is taken from a bow, which must be unbent when it is not wanted, that its elasticity may be preserved. Recreation is the refreshing of our spirits when they are exhausted with labour, that we may be ready, in due time, to resume it again. From these considerations it follows, that, to use a common expression, the idle man who has no work, can have no play ; for, how can he leave the muses, who is never with them ? how can he be relaxed, who is never bent ? how can play refresh him, who is never exhausted with business ?

III. All rest presupposes labour : hence, when amusement becomes the business of life, its nature is changed. He that has no variety, can have no enjoyment : he is surfeited with pleasure, and in the bitter hours of reflection, would find a refuge in labour itself. Indeed it may be observed, that there is not a more miserable being, than a young person who has nothing to do but find out some new way of putting off time.

IV. We sometimes hear it said of poor men, that if they do not work, they shall not eat ; and a similar remark may be made upon the rich, who, if they are not in some respect useful to the public, are almost sure to become burdensome to themselves. A blessing goes along with every useful employment : it keeps a man on good terms with himself, and consequently in good spirits, and in a capacity of being pleased with every innocent gratification. As labour is necessary to procure an appetite to the body, so must there be some previous exercise of the mind to prepare it for enjoyment. Indulgence on any other terms is false in itself, and ruinous in its consequences.

EXERCISES.

On History.

- I. History a most interesting and useful branch of study.
- II. History a representation of human character ; the record of human experience.
- III. The various kinds of information which we derive from the study of history.

IV. Some of the great moral lessons which history teaches.*

2. *On Parental Affection.*

I. Parental affection implanted by Providence for the preservation of the species.

II. We are, therefore, indebted for it to the great Father of all.

III. Remarkable instances of parental affection.

IV. The corresponding duty of children.

3. *On Generosity.*

I. Generosity is doing more than we are obliged to do.

II. We must do justice to escape the censure of the laws; but to be generous we must do more than the laws require.

III. Christian morality is true generosity.

IV. Generosity produces generosity.

V. Remarkable examples of generosity.

4. *On Politeness.*

I. The origin of the term.

II. The modern acceptation of it.

III. Politeness ought to express that benevolence artificially, which religion requires in reality.

IV. What Christian maxim is the foundation of all true politeness?

V. Correspondence between politeness and religion.

5. *Sympathy.*

I. What is sympathy?

II. It at once supports and adorns human nature.

III. It guards our infancy, instructs our childhood, and performs all the kind offices of friendship in riper years.

IV. It consoles us in our last moments, and defends our character after death.

V. A person without sympathy, and living only for himself, is the basest and most odious of all creatures.

6. *On Education.*

I. Education consists not only in acquiring knowledge, but in the formation of such habits as determine the character.

* It may at first be necessary for the Teacher to assist his Pupils in amplifying these heads. He may also suggest examples, and other illustrations, especially when they occur in the course of their ordinary studies.

II. The station of men in society, more dependent on education than on birth or fortune.

III. Fortune may descend to us from others ; but education must be acquired by ourselves.

IV. Alexander the Great said he was more indebted to his tutor Aristotle, than to his father Philip.

V. The superiority of one man to another, owing more to education than to nature.

VI. How many have remained in inferior situations, who might have risen to eminence, but for the want of education !

VII. Much may be done in the way of educating themselves afterwards, by those whose education has been neglected in childhood and youth.

VIII. We ought to cherish gratitude to the friends who have bestowed upon us this blessing, and respect for the institutions at which we ourselves have been educated, or which place education within every one's reach.

7. *On the Love of Order.*

I. Order is of the utmost importance in the affairs of life.

II. A love of order is a love of beauty, propriety, and harmony, in the material and in the moral world.

III. A love of order appears in the regulation of our expenses, in the spending of our time, in the choice of our company, and even in our amusements.

IV. Arguments for orderly habits from the Scriptures.

V. Connexion between the love of order and other virtues.

8. *On Affectation.*

I. Affectation is apparent hypocrisy.

II. It has its origin in vanity.

III. Affectation hurts the pride of others, either by endeavouring to impose upon them or excel them, and therefore makes them its enemy.

IV. Nothing more exposes affectation than contrasting it with its opposite. Affectation wears a disguise, is a double character, and creates suspicion ; simplicity is what it appears to be, has a unity of character, and creates confidence.

V. Affectation is a folly by which we gain nothing but contempt.

VI. An affected character may be compared to a palace built of ice.

VII. Affectation tarnishes the most shining qualities.

9. *On Composition.*

- I. The general meaning of the word, its application to particular arts, and the branch of study to which it is usually limited.
- II. The importance of studying composition, knowledge being of little use without the art of communicating it.
- III. The best means of acquiring this art.

10. *On Conversation.*

- I. Ability to converse little appreciated, because of familiar use.
- II. The improvement derived from conversation.
- III. The pleasure derived from conversation.

11. *On Reading.*

- I. Reading compared with conversation.
- II. Reading more conducive to improvement than ordinary conversation.
- III. Its effect upon the mind of the student.
- IV. Its effect upon his language.

12. *On Memory.*

- I. Memory the storehouse of the mind.
- II. To some not a treasury of things, but a lumber-room of words.
- III. What ought to be the effects of observation, discourse, and reading?
- IV. To what persons will memory bring constant causes of regret and misery?
- V. To whom is it a never-failing spring of pleasure?

13. *On Curiosity.*

- I. Curiosity a useful or a pernicious principle, according as directed.
- II. What we owe to well-directed curiosity.
- III. The effects of ill-directed curiosity.
- IV. Character of a person notorious for ill-directed curiosity.

14. *On Filial Duty.*

- I. The earliest virtue we can practise. What may be reasonably hoped of the child that displays it.
- II. It is a virtue of the heart: it has also the sanction of the understanding.
- III. Remarkable examples of filial duty.

15. *On Patriotism.*

I. A sentiment inculcated by nature; for as we naturally prefer our kindred to ordinary acquaintances, and the latter to strangers, so do we prefer our native country to every other.

II. How this sentiment should operate.

III. Remarkable examples of patriotism.

16. *On the Art of Printing.*

I. When and by whom discovered and improved.

II. In what way has it operated in the diffusion of knowledge?

III. What have been its effects?

IV. What benefits may we yet hope from it?

17. *On Knowledge.*

I. We are provided with faculties for acquiring knowledge.

II. What may be inferred from this?

III. The advantages of extensive knowledge.

IV. The dangers of false or pernicious knowledge.

18. *On Obedience.*

I. What depends upon obedience?

II. When does it cease to be a duty?

III. The evils of disobedience.

IV. The most remarkable example of obedience.

19. *On Self-Denial.*

I. Consists in abstaining from present indulgence for the sake of greater expected good.

II. A great principle both of religion and of morals.

III. To a certain extent necessary to real enjoyment.

IV. Remarkable examples.

20. *On Piety.*

I. Necessary to virtue.

II. Necessary to happiness.

SECTION IV.

MISCELLANEOUS ESSAYS (*continued*).

Write miscellaneous essays according to the following method :—

I. The DEFINITION : state the subject distinctly, and, if necessary, explain it by a formal definition, a paraphrase, or a description.

II. The CAUSE : show what is the occasion of the subject, or from what it proceeds.

III. The ANTIQUITY, or NOVELTY : show whether the subject was known in ancient times ; in what state it was, if known ; and in what state it is in modern times.

IV. The UNIVERSALITY or LOCALITY : show whether the subject relates to the whole world, or only to a particular portion of it.

V. The EFFECTS : examine whether the subject be good or bad ; show wherein its excellence or inferiority consists ; and point out the advantages or disadvantages which arise from it.

EXAMPLE.

ON FRIENDSHIP.*

I. Friendship is an attachment between persons of congenial dispositions, habits, and pursuits.

II. It has its origin in the nature and condition of man. He is a social creature, and naturally loves to frequent the society, and enjoy the affections, of those who are like himself. He is also, individually, a feeble creature, and a sense of this weakness renders friendship indispensable to him. When he has all other enjoyments within his reach, he still finds his happiness incomplete, unless participated by one whom he considers his friend. When

* This subject, and those which follow, may also be proposed in the form of questions ; thus :—

I. What is friendship ?

II. What is the cause of friendship ?

III. What was anciently thought of friendship, and what examples are on record ? What is friendship seldom remarkable for in modern times ?

IV. Is friendship confined to any particular rank in life, or state of society ?

V. What are the benefits of true, and the evils of false friendship ?

in difficulty and distress, he looks around for advice, assistance, and consolation.

III. No wonder, therefore, that a sentiment of such importance to man should have been so frequently and so largely considered. We can scarcely open any of the volumes of antiquity without being reminded how excellent a thing is friendship. The examples of David and Jonathan, Achilles and Patroclus, Pylades and Orestes, Nisus and Euryalus, Damon and Pythias, all show to what a degree of enthusiasm it was sometimes carried. But it is to be feared that, in modern times, friendship is seldom remarkable for similar devotedness. With some it is nominal rather than real, and with others it is regulated entirely by self-interest.

IV. Yet it would, no doubt, be possible to produce, from every rank in life, and from every state of society, instances of sincere and disinterested friendship, creditable to human nature, and to the age in which we live.

V. After these remarks, to enlarge on the benefits of possessing a real friend appears unnecessary. What would be more intolerable than the consciousness that, in all the wide world, not one heart beat in unison with our own, or cared for our welfare? What indescribable happiness must it be, on the other hand, to possess a real friend; a friend who will counsel, instruct, assist; who will bear a willing part in our calamity, and cordially rejoice when the hour of happiness returns! Let us remember, however, that all who assume the name of friends are not entitled to our confidence. History records many instances of the fatal consequences of infidelity in friendship; and it cannot be denied that the world contains men, who are happy to find a heart they can pervert, or a head they can mislead, if thus their unworthy ends can be more surely attained.

EXERCISES.

- | | |
|--------------------------------|--------------------|
| 1. On Government. | 8. On Poetry. |
| 2. On War. | 9. On Painting. |
| 3. On Youth. | 10. On Music. |
| 4. On Old Age. | 11. On Commerce. |
| 5. On Dramatic Entertainments. | 12. On Gaming. |
| 6. On Books. | 13. On Chivalry. |
| 7. On Travelling. | 14. On Philosophy. |

SECTION V.

MISCELLANEOUS ESSAYS (*continued*).

Write miscellaneous essays according to the following method:—

I. The **PROPOSITION**, or **NARRATIVE**: where you show the meaning of the subject, by amplification, paraphrase, or explanation.

II. The **REASON**: where you prove the truth of the proposition by some reason or argument.

III. The **CONFIRMATION**: where you show the unreasonableness of the contrary opinion, or advance some other reason in support of the former.

IV. The **SIMILE**: where you illustrate the truth of what is affirmed, by introducing some comparison.

V. The **EXAMPLE**: where you bring instances from history to corroborate the truth of your affirmations, or the soundness of your reasoning.

VI. The **TESTIMONY**: where you introduce proverbial sentences, or passages from good authors, which show that others think as you do.

VII. The **CONCLUSION**: where you sum up the whole, and show the practical use of the subject, by some pertinent observations.

Virtue is its own reward.

I. Virtue consists in doing our duty to God and our neighbour, in opposition to all temptations to the contrary. Such conduct is so consonant to the light of reason, and so agreeable to our moral sentiments, and produces so much peace of mind, that it may be said to carry its reward along with it, even if unattended by that recompense which it generally meets in the world.

II. The reason of this seems to lie in the very nature of things. The all-wise and benevolent Author of nature has so framed the soul of man, that he cannot but approve of virtue; and has annexed to the practice of it an inward satisfaction, that mankind may be encouraged to become virtuous.

III. If it were not so, if virtue were accompanied with no self-satisfaction, we should not only be discouraged from practising it, but should be tempted to think that there was something very wrong in the laws and the administration of Providence.

IV. But the reward of virtue is not always confined to this internal peace and happiness. As, in the works of nature and art, whatever is really beautiful, is generally useful ; so, in the moral world, whatever is truly virtuous, is at the same time so beneficial to society, that it seldom goes without some external recompense.

V. How has the approbation of all future ages rewarded the virtue of Scipio ! That young warrior had taken a beautiful captive, with whose charms he was greatly enamoured ; but, finding that she was betrothed to a young nobleman of her own country, he, without hesitation, generously delivered her up to him. This one action of the noble Roman has, more than all his conquests, shed an imperishable lustre around his character.

VI. Nor has the approbation of mankind been limited to the virtuous actions of individuals. The loveliness of virtue generally has been the constant topic of all moralists, ancient and modern. Plato remarks, that if virtue were to assume a human form, it would command the admiration of the whole world. A late writer has said, " In every region, every clime, the homage paid to virtue is the same. In no one sentiment were ever mankind more generally agreed."

VII. If, therefore, virtue is in itself so lovely ; if it generally commands the approbation of mankind ; if it is accompanied with inward peace and satisfaction : surely it may be said to be its own reward ; for, though it must be acknowledged that it is frequently attended with crosses and misfortunes in this life, and that there is something of self-denial in the very idea of it ; yet, in the words of the poet, is

" The broadest mirth unfeeling folly wears,
Less pleasing far than virtue's very tears."

EXERCISES.

1. Delays are dangerous.
2. Evil communications corrupt good manners.
3. Well begun is half done.
4. Perseverance generally prevails.
5. Necessity is the mother of invention.
6. Custom is second nature.
7. Honesty is the best policy.

LIST OF SUBJECTS FOR ESSAYS.

1. History and character of Abraham.
2. _____ Joseph.
3. _____ Moses, &c.
4. Description of Athens.
5. _____ London.
6. _____ Paris, &c.
7. Biography of Pompey.
8. _____ Columbus.
9. _____ Napoleon Bonaparte, &c.
10. History of a hat.
11. _____ a pin.
12. _____ a shilling, &c.
13. Tour through Great Britain.
14. _____ France.
15. _____ Spain, &c.
16. Journal of a voyage round the world.
17. Different forms of government.
18. Different forms of religion.
19. Adaptation of animals to the countries in which they live.
20. Adaptation of vegetables to the situation in which they
grow.
21. Arrangement of mineral strata.
22. Invention of the mariner's compass.
23. _____ the telescope.
24. _____ the steam-boat, &c.
25. Sculpture.
26. Architecture, &c.
27. Justice.
28. Prudence.
29. Temperance.
30. Fortitude.
31. Courage.
32. Hospitality.
33. Ambition.
34. Benevolence.
35. Magnanimity.
36. Patience.
37. Truth.
38. Prejudice.
39. First impressions.

40. Reason and instinct.
41. Progress of error.
42. Knowledge is power.
43. Public opinion.
44. The senses.
45. The mental powers.
46. The law of gravitation.
47. An effect presupposes a cause.
48. Evidences of Christianity.
49. Influence of Christianity on the social condition of mankind.
50. Immortality of the soul.

THE END.

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WORKS ON EDUCATION,

BY

ALEXANDER REID, A. M.

HEAD MASTER OF CIRCUS-PLACE SCHOOL, EDINBURGH.

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"Mr Reid's well-known experience and success as a public teacher, are sufficient guarantees for the utility of this unpretending little schoolbook; and, for ourselves, we can safely affirm, after a careful perusal of its contents, that we know of none on the same subject so adapted to convey instruction and interest to the young in the reading of the Sacred Volume. It ought to become a manual in all our Parochial and Sabbath schools."—*Presbyterian Review*.

"This little work gives a very clear and succinct account of the names of places and their geographical positions, as mentioned in Sacred History. The passages of Scripture where they occur are referred to; so that the reader is enabled to form a much more accurate idea, not only of the geography, but of the local scenery alluded to in different parts of the Bible, than he could possibly do without such assistance."—*Edinburgh Advertiser*.

"Brief as this manual is, we know of no system of Sacred Geography, even incorporated in larger works, in following which the teacher may conveniently combine so much of the history and geography of the Scriptures. The notes which are appended to the Outline are full of interest, and admirably executed."—*Scottish Guardian*.

"It contains the only well-arranged course of Scripture Geography in small compass that we have seen; and it has this advantage over all the other treatises on the same subject, that by supplying references to the passages of Scripture in which the most remarkable places are mentioned, it puts it in the power of the teacher to examine his pupils on Scripture History, at the same time that he makes them familiar with geographical details; and so to combine a

knowledge of places with their historical recollections—a method of teaching geography admirably fitted at once to interest and profit the student.”—*Kelso Mail*.

“A more simple, and, at the same time, a more useful manual, could not be placed in the hands of young people, as it will make them familiar with Jewish localities—fix the names of places in their minds, and give them a greater interest in the perusal of the Sacred Volume.”—*Glasgow Courier*.

IV.

INTRODUCTORY ATLAS of MODERN GEOGRAPHY; with an INDEX, containing the Names of all the Places laid down in the Maps, the Countries in which they are situated, and their Latitude and Longitude. Beautifully coloured, and neatly half-bound in morocco, price only 7s.

This Atlas has been prepared chiefly with the view of supplying the demand occasioned by the increasing attention paid to the study of Geography in Parochial and other Elementary Schools; and it is offered to the public at a price which places it within the reach of many who have hitherto been prevented, by the want of a cheap Manual, from cultivating that interesting and useful branch of education. Very great labour has been bestowed upon the Index: it contains the Name of every place laid down in the Maps, and, besides the number of the Map in which each place is to be found, mentions also the Country in which it is situated. The Names of Places are accented according to the best authorities on the subject, or according to the analogy of similar words, either in the language of the country in which the places are situated, or in the English language. In short, no exertions have been spared to combine cheapness of price with convenience of form and size, distinctness of delineation in the Maps, and accuracy in every department of the Work.

“We have no hesitation in pronouncing this Atlas to be a most invaluable manual for all who wish to acquire a knowledge of geography. The minute accuracy and the beauty of the engraving, as well as the attractive manner in which the Maps are coloured, cannot be too highly commended. The Index possesses new and important features, and will prove highly useful; answering in some degree the purposes of a gazetteer. It contains not only the names of all the places which appear in the maps, accented for pronunciation, but also of the countries in which they are situated, together with the latitude and longitude, authenticated by works of established reputation, both British and foreign. We can have no doubt that, from its intrinsic merits and extreme cheapness, it will soon be found in every school-room in the kingdom.”—*Edinburgh Weekly Journal*.

“This Atlas is modestly ushered into the world as a guide to the study of geography in our parochial and other elementary schools. We have found, however, on examination, that it may claim public attention on much higher grounds, as a valuable manual to all classes of the community, and a useful companion in the library and on the parlour table. The work cannot fail to be eminently useful for general reference, particularly as it is accompanied with a copious index, and is besides offered at a price so extremely moderate, that we are confident it requires only to be known to secure for it a circulation commensurate with its merit, as a work of high authority and real utility.”—*Edinburgh Advertiser*.

“This little work is designed for the use of elementary schools, and is suited for private tuition. It possesses the essential recommendations of cheapness and accuracy.”—*Asiatic Journal*.

“We have not often seen a neater and more complete little work than this, or one better adapted to the purposes for which it is intended. The editor claims the merit of having spared no exertions to combine cheapness of price with convenience of form and size, distinctness of delineation in the maps, and general accuracy; and we could not award the work greater praise than by say-

ing that this claim is well founded, and amply borne out by the execution in every department. A copious and accurate index is added, and which, considering the readiness and utility of the information it furnishes, is alone almost worth the whole price of the volume."—*Scotsman*.

"This is one of the most conveniently sized and beautifully executed Atlases that ever fell under our notice. Independently of the usual inducements, it would be sufficient to persuade one to study the science of geography by having such exquisite materials to work with."—*Brighton Herald*.

"This neat and well-executed Atlas is well adapted to schools, both on account of its cheapness and the accurate information which it contains."—*Christian Journal*.

"This Atlas, which is marvellously cheap considering its execution, is intended for the use of parish and elementary schools. The coloured maps are clear, neat, and accurate; there is an elaborate and copious index, which might fitly accompany a far dearer work."—*Tail's Magazine*.

"This is one of the neatest of Atlases; and it is one of the most complete and specific, for its scale, that we have seen. A great assistance is rendered by the index, which, without the trouble of threading, perhaps uselessly, the lines of the map, gives reference, with latitude, longitude, &c., to every country or place specified in the plates."—*Liverpool Courier*.

"This is a cheap and well-digested manual for facilitating the cultivation of geography in parochial and other elementary schools. It is very skilfully and elaborately prepared, and well adapted for its purpose."—*Edinburgh Evening Courant*.

"The maps are on a scale well adapted to the purposes of consultation. They are engraved with much distinctness, the entire execution evincing every regard for accuracy and correctness of information. This Atlas is altogether a most successful attempt to provide a ready and useful as well as cheap assistant to the learner."—*Edinburgh Evening Post*.

"This is just the manual for the pupil in geography which has long been wanted for our schools, combining the accuracy, clearness, and beauty of engraving of the large scale maps, without the confusion of overcrowding of names, and at such a price as should introduce it to every school-room of respectability."—*Perthshire Courier*.

"We hail with delight the publication of a work, the outward appearance of which is not more elegant than its contents are valuable to all who are interested in the study of geography. We confess ourselves at a loss to understand how an Atlas, containing neatly coloured maps of every country, requisite for the desk of the teacher or the study of the man of science, can be afforded for the price charged for this beautiful work; but when we find also an index to all the names of places comprehended in the maps, the countries in which these are situated, and the pronunciation of each, we can only express our heartfelt obligations to the talented author who has executed, and the spirited publishers who have sent it forth."—*Dumfries Courier*.

"It is with pleasure that we can bear decided testimony to Mr Reid's School Atlas. The maps are accurately and elegantly engraved; complete enough for the purpose, yet without overcrowding and confusion. The index of names, with the latitude and longitude, is a valuable addition, and bears marks of careful execution. Altogether it is the best and most complete manual of the kind we have seen."—*Glasgow Argus*.

"The maps are judiciously selected, and engraved with great clearness and elegance. But perhaps the most striking feature of the volume is the singularly comprehensive and accurate index which accompanies the maps, and appears to be one of the best yet given to the public. The Atlas is chiefly designed, we observe, for schools; but we will not be surprised to learn that it has made its way into higher spheres."—*Aberdeen Observer*.

"The work before us, which is as cheap in price as it is judicious in execution, is a great boon conferred on youth. The index is most minute, as far as we can observe strictly accurate, and extends to no fewer than twenty-eight densely printed pages. The maps have evidently been constructed from the most recent authorities, and revised with the utmost care."—*Edinburgh Weekly Chronicle*.

